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ABSTRACT

This leveled curriculum guide, composed of assignment and evaluation sheets, is divided into five different sections. Freshmen Grammar deals with such topics as subject-verb agreement, punctuation and capitalization, possessives, complete sentences, parts of speech, correct verb form, simple and complex sentences, and correct word form. Freshman Vocabulary includes 300 words for building vocabulary and a lesson on dictionary work. Freshman Literature includes such reading assignments as "Great Expectations," "Night Flight," "Silas Marner," "Oliver Twist," "Julius Caesar," "I Remember Mama," "Jane Eyre," and "The Miracle Worker." Freshman Speech includes such topics as how to choose a subject, how to gather and organize information, how to write a speech, how to make a demonstration speech, and how to evaluate a speech. Freshman Composition includes assignments such as using description as a method of writing, writing to create a specific effect, writing to illustrate an understanding of voice, writing letters, writing essays, writing exposition, writing an analogy, and writing dialogue. (TS)

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FRESHMAN ENGLISH CURRICULUM



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FRESHMAN GRAMMAR

Work Packet and
Evaluation Sheet

Level I-II-III

Converse County High School
Douglas, Wyoming

Students Name _____

FRESHMAN GRAMMAR
MASTER ASSIGNMENT SHEET
Approximate time = 4½ weeks

PHASE I:

Take the Diagnostic Test and watch filmstrip entitled "Why Study Grammar?" (set 808.02)

PHASE II:

1. Plan A: The student will score 85% or better on the Diagnostic Test, move directly to the Final Achievement Test. After this test is completed, the student may move on to other English worksheets

2. Plan B: The student who scores 84% or below on the Diagnostic Test, will receive a secondary evaluation to determine those specific areas which need additional work. After this work is completed, the student may take the FINAL ACHIEVEMENT TEST and must score _____ % competency. All materials for Plan B will be selected by an instructor.

ADDITIONAL WORK AREAS

- Area 1 Subject-Verb Agreement
Area 2 Punctuation and Capitalization
Area 3 Possessives
Area 4 Complete Sentences
Area 5 Parts of Speech
Area 6 Correct Verb Form
Area 7 Simple and Complex Sentences
Area 8 Correct Word Forms and Usage

FRESHMAN GRAMMAR
Area 1
Subject-Verb Agreement

I. Assignments:

1. Take these tests (85% is passing) or their equivalents.
 - a. #2 - "Subject and Verb" (NOTE: this is a very difficult test...study carefully!)
 - b. #10 - "Agreement of Subject and Verb"
-

II. Materials:

1. English 2600
 - a. Unit 6 - "Agreement of Subject and Verb"
2. Filmstrips (file 1) From files 808.02 and 808.08
 - a. "Sentence and Paragraph"
 - b. "Making Words Agree"
 - c. "Verb and the Sentence"
 - d. "Sentence Structure with Diagrams"
 - e. "Sentence Structure: Basic Principles"
 - f. "Sentence Structure: Simple Sentences"
3. Using Good English (book 9)...ask to see the answer book to check your work.
 - a. Unit 12, Section 1 - "Understanding Subjects and Predicates"...do the review exercises on page 293.
4. "Individualized English" Cards - Set "H", Set "J".
5. English Workshop - chapter 2, chapter 8, and chapter 9.

Area 1 continued:

6. Guidebook to Better English - Level I

Lessons: 3-5, 8-10, 12, 17, 19-20, 24-26, 29-30, 36-37,
39-40, 43-46, 49-50, 61-70, 73, 78.

7. Guidebook to Better English - Level II

Lessons: 2, 6, 9, 18-19, 28, 31-35, 47-48, 51, 54, 56,
57, 81.

8. Guidebook to Better English - Level III

Lessons: 1-23, 31, 37, 39, 49, 61-70, 82-84.

9. English in Action Practice 9

Units: 9, 13, 15 and all related work.

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FRESHMAN GRAMMAR
Area 2
Punctuation and Capitalization

I. Assignments:

1. Take these tests (85% is passing) or their equivalents.
 - a. #3 - "Punctuation simple sentences and Quotations"
 - b. #4 - "Capitalization"
-

II. Materials:

1. English 2600
 - a. Unit 9 - "How to use Capitals"
 - b. Unit 10 - "Learning to use Commas"
 - c. Unit 11 - "Apostrophes and Quotation Marks"
2. Filmstrips (File II) From files 808.2
 - a. "The Comma" (part 1)
 - b. "The Comma" (part 2)
 - c. "The Comma" (part 3)
 - d. "Presenting the Colon, Semi-Colon, and Dash"
 - e. "Quotation Marks"
 - f. "Apostrophe"
3. Using Good English (book 9)...ask to see the answer book to check your work.
 - a. Unit 14, Section 1 (page 416-420) - "Capitalization"
...do review exercises on page 420.
 - b. Unit 15, Section 1-"Comma" and Section 2 "Other Punctuation Marks"...do Unit Summary on page 440, Unit

Area 2 Continued:

Summary on page 453, Review Exercises on page 454, unit self-test on page 456.

4. "Individualized English" Cards - Set "H", Set "J".

5. English Workshop

Chapters: 6-7 and all related work.

6. Guidebook to Better English - Level I

Lessons: 3, 5, 6, 13-16, 18, 27-28, 31, 38, 41-42, 62-63, 68, 71-72, 74, 84.

7. Guidebook to Better English - Level II

Lessons: 3-5, 8, 13-14, 16, 24, 27, 29, 39, 41, 49, 53, 55, 59, 69, 74, 75, 79, 83, 84, 89.

8. Guidebook to Better English - Level III

Lessons 7, 9, 14, 28-29, 32, 46, 57, 58, 60, 88.

9. English in Action Practice - 9

Units: 10 and 19, do all related work.

FRESHMAN GRAMMAR
Area 3
Possessives

I. Assignment:

- a. Take this test (85% is passing) or its equivalent.
 1. #5 - "Possessives"
-

II. Materials:

1. Using Good English (book 9)...ask to see the answer book to check your work.
 - a. Do written work on pages 383-385, 386, 392.
2. "Individualized English" Cards - Set "H", Set "J".
3. English Workshop: Lessons 69-70.
4. Guidebook to Better English - Level I
Lesson 74.
5. Guidebook to Better English - Level II
Lessons: 16, 27, 53-56, 85.
6. Guidebook to Better English - Level III
Lessons: 14, 41.
7. English in Action Practice - 9
Work on page 169.

FRESHMAN GRAMMAR
Area 4
Complete Sentences

I. Assignment:

The student will take this test (85% is passing) or its equivalent.

- a. #11 - "Correct Simple Sentences"
-

II. Materials:

1. English 2600
 - a. Unit 1 - "The Simple Sentence"
 - b. Unit 3 - "Building Better Sentences"
 - c. Unit 4 - "Understanding the Sentence Unit"
2. Filmstrips: From files 808.02 and 808.08
 - a. "Kinds of Sentences"
 - b. "Parts of the Sentence or Clause"
 - c. "Verb and the Sentence"
 - d. "Recognizing Phrases"
 - e. "Sentence Structure: Basic Principles"
 - f. "Sentence Structure: Simple Sentence"
 - g. "Sentence Structure: With diagrams - Complex Sentences"
 - h. "Sentence Structure: With diagrams - Compound Sentence"
 - i. "How words work together"
 - j. "Parts of Speech: Phrases and Clauses"
3. Using Good English (book 9)...ask to see the answer book to check your work.

Area 4 continued:

a. Unit 12

Section 1 - "Understanding Subjects and Predicates"
(page 285-293) do review exercises page 293.

Section 2 - "Words in Sentences" do review exercises
page 322.

Section 3 - "Phrases in Sentences" do review exercises
page 335.

Section 4 - "Clauses in Sentences" do review exercises
page 345.

Section 5 - "Classifying Sentences" do review exercises
page 349.

Section 6 - "Recognizing Sentence Fragments" do review
exercises page 352

b. Do unit summary page 352.

c. Do unit review exercises page 353.

d. Do unit self-test page 355.

4. "Individualized English" Cards - Set "H", Set "J".

5. English Workshop

Chapters 2, 3, 4, 5, 11.

6. Guidebook to Better English - Level I

Lessons: 3-7, 11, 53, 54, 81.

7. Guidebook to Better English - Level II

Lessons: 2-4, 9, 11, 28, 31-34, 38, 45, 47-48, 51, 57,
58, 71, 72, 81.

8. Guidebook to Better English - Level III

Lessons: 1-15, 17-40, 65, 66, 75, 81-82.

Area 4 continued:

9. English in Action Practice-10

Units: 9-10-11-12-13.

(Additional work for advanced students includes Units 16-17)

NOTE: Students interested in vocational material should do:

Guidebook to Better English - Level III

Lessons: 76-78, 87.

FRESHMAN GRAMMAR
Area 5
Parts of Speech

I. Assignments:

1. Take these tests (85% is passing) or their equivalents.
 - a. #6 - "Adjectives and Adverbs"
 - b. #7 - "Correct Pronoun"
 - c. #8 - "Parts of Speech"
-

II. Materials:

1. English 2600
 - a. Unit 7 - "Choosing the Right Modifier"
 - b. Unit 8 - "Using Pronouns Correctly"
2. Filmstrips (File II) From files 808.02
 - a. "Same Word: Different Part of Speech"
 - b. "Parts of Speech: Adjectives"
 - c. "Parts of Speech: Adverbs"
 - d. "Parts of Speech: Nouns"
 - e. "Phrases and Clauses"
 - f. "Prepositions, Conjunctions, Interjections"
 - g. "Parts of Speech: Pronouns"
 - h. "Parts of Speech: Verbs"
3. Using Good English (book 9)...ask to see the answer book to check your work.
 - a. Unit 13 (page 357-414)
 - Section 1 - "Understanding Verbs" do review exercises page 374.
 - Section 2 - "Understanding Nouns and Pronouns" do review exercises page 392.

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Area 5 continued:

Section 3 - "Understanding Modifiers" do review exercises page 398.

Section 4.- "Understanding Connectives" do review exercises page 406.

Section 5 - "Making Words Agree" do review exercises page 411.

- b. Do unit summary page 412.
- c. Do unit self-test page 414.
- 4. "Individualized English" Cards - Set "H", Set "J".
- 5. English Workshop
Chapter 1 (lessons 1-14), 9-10.
- 6. Guidebook to Better English - Level II
Lessons: 20, 25-26, 31-35, 51-52, 67-68, 86-87.
- 7. Guidebook to Better English - Level III
Lessons: 3, 11-13, 17, 25-27, 31, 34-39, 42-45, 47-49, 56, 61-65, 74, 82-85.
- 8. English in Action Practice 9 10
Unit 9, 14-17 and all related work.

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FRESHMAN GRAMMAR
Area 6
Correct Verb Form

I. Assignment:

1. Take this test (85% is passing) or its equivalent.
 - a. #9 - "Verbs"
-

II. Materials:

1. English 2600
 - a. Unit 5 - "Using Words Correctly"
2. Filmstrips: From files 808.02 and 808.08
 - a. "Verb and the Sentence"
 - b. "Transitive Verbs: Direct Object"
 - c. "Linking Verbs: Predicate Nominative"
 - d. "Same Word: Different Part of Speech"
 - e. "Parts of Speech: Verbs"
3. Using Good English (book 9)...ask to see the answer book to check your work.
 - a. Unit 13 (page 359-374) "Understanding Verbs" do review exercises page 374.
4. "Individualized English" Cards
5. English Workshop Chapter 9
6. Guidebook to Better English - Level I
Lessons: 8-9, 12, 17, 24-26, 36-37, 45-46, 61-66, 73, 78, 79
7. Guidebook to Better English - Level II
Lessons: 6, 15, 18-19, 34, 47-48, 51, 54, 56-57, 36.

Area 6 continued:

8. Guidebook to Better English - Level III

Lessons: 12-13, 25, 33, 37, 39, 47, 49, 61-70, 84.

9. English in Action Practice - 10

Units: 13, 15.

FRESHMAN GRAMMAR
Area 7
Simple and Complex Sentences

I. Assignment:

1. Take this test (85% is passing) or its equivalent.
 - a. #12 - "Sentence Sense"
-

II. Materials:

1. English 2600
 - a. Unit 1 - "The Simple Sentence"
 - b. Unit 3 - "Building Better Sentences"
 - c. Unit 4 - "Understanding the Sentence Unit"
2. Filmstrips:: From files 808.08 and 808.02
 - a. "Kinds of Sentences"
 - b. "Recognizing Phrases"
 - c. "A Brief Introduction to Style"
 - d. "How Words Work Together"
 - e. "How Context Changes Meaning"
3. Using Good English (book 9)...ask for the answer book to check your work.
 - a. Unit 12 - "Building Sentences" (page 283-355) do the review exercises for sections 1-6 and the unit self-test on page 355.
4. "Individualized English" Cards - Set "H", Set "J".
5. English Workshop Chapter 2, 5.
6. Guidebook to Better English - Level I
Lessons: 4, 6-7, 11, 81.

Area 7 continued:

7. Guidebook to Better English - Level II

Lessons: 2-4, 9, 11-14, 58, 71-73, 76-77, 81.

8. Guidebook to Better English - Level III

Lessons: 1-30, 51-70, 75, 81-84, 86.

9. English in Action Practice - 10

Units: 9-12 and all included assignments

(Advanced students should also do Units: 16-17-18.)

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FRESHMAN GRAMMAR
Area 8
Correct Word Form

I. Assignment:

1. Take this test (85% is passing) or its equivalent.
 - a. #1 - "Correct Word"
-

II. Materials:

1. English 2600
 - a. Unit 5 - "Using Verbs Correctly"
 - b. Unit 6 - "Agreement of Subject and Verb"
 - c. Unit 7 - "Choosing the Right Modifier"
2. Filmstrips: From files 808.02 and 808.08
 - a. "Making Words Agree"
 - b. "Increase Your Stock of Words"
 - c. "Sentence Structure: Basic Principles"
 - d. "How Words Work Together"
 - e. "Same Work: Different Part of Speech"
 - f. "How Context Changes Meaning"
3. Using Good English (book 9)...ask to see answer book to check your work.
 - a. Unit 13 - "Grammar and Usage" (page 357-414) do all review exercises and the unit self-test on page 414.
4. "Individualized English" Cards - Set "H", Set "J".
5. English Workshop
Chapters 5, 8-10 and do all related work.

Area 8 continued:

6. Guidebook to Better English - Level I

Lessons: 8-9, 12, 17, 19, 21-27, 29, 32, 36-37, 39, 43-46,
51, 54, 61-66, 73-79, 82-83, 86-87.

7. Guidebook to Better English - Level II

Lessons: 6-7, 15-19, 34, 38, 47-48, 51, 53-57, 64-67, 74,
77, 78, 86.

8. Guidebook to Better English - Level III

Lessons: 8, 19, 37-39, 41-45, 49, 54-55, 65, 69, 71-73, 89.

9. English in Action Practice - 10

Units: 13-18 and do all related work.

FRESHMAN GRAMMAR - Level (check one)

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One _____

Two _____

Three _____

Diagnostic Test:
Score _____

Date _____

Unit 1 _____ Date _____

Unit 2 _____ Date _____

Unit 3 _____ Date _____

Unit 4 _____ Date _____

Unit 5 _____ Date _____

Unit 6 _____ Date _____

Mastery Test:
Score _____

Date _____

COMMENTS AND SPECIAL WORK RECORD:

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FRESHMAN VOCABULARY

Work Packet and
Evaluation Sheet

(Completion time: 4½ weeks)

Level I

Converse County High School
Douglas, Wyoming

Students Name _____

Introduction
BUILDING VOCABULARY
English on the Job

Do you prefer to concentrate on getting knowledge and skills that will pay you dividends later on? If you do, you'd better hop to that dictionary of yours. If you don't own one, you'd better get one, for the person who has a poor vocabulary, who never looks inside a dictionary, is at a great disadvantage in almost any vocation.

One morning in the New York Times appeared a picture of a fruit dealer, holding a tomato in one hand and a dictionary in the other. The headline read, "He knows his vegetables-and fruits." The article described the fruit dealer's plea to a judge before whom he was charged with selling vegetables on a Sunday. Since he was selling tomatoes, he proved by referring to his dictionary that the tomato is a fruit, not a vegetable. He won his case!

To be sure, such a situation is rare, but it did pay the dealer to know his dictionary. Do you know yours? Become word-curious. Look up those unusual words you meet with. Learn to use some of them. A good vocabulary, like polished shoes, makes an immediate impression.

Employers, being human, are impressed by the person whose vocabulary is better than average, who can use and recognize difficult words. Notice the next successful man you meet. Is his vocabulary good? Does he use words that are not in your vocabulary at present? Does he speak fluently, with the assurance that comes with having a good vocabulary? If he does, you can attribute some of that success to ease in speaking and command of vocabulary.

Contents of this packet:

- Behavioral objectives for vocabulary improvement.
- Assignment Sheet I
- Assignment Sheet II
- Assignments III - XII
- Check tests 1 - 10
- Appendix (200 vocabulary words)
- Evaluation sheet (to be placed in your file)
- Behavioral objectives for vocabulary improvement
(Note: These objectives apply to each assignment)
 - a. Students will demonstrate that they can identify the meaning of meanings of a given word.
 - b. Students will demonstrate that they can recognize synonyms.
 - c. Students will demonstrate that they can recognize antonyms.
 - d. Students will demonstrate that they can recognize homonyms.
 - e. Students will demonstrate that they can spell a given word correctly.
 - f. Students will demonstrate that they can recognize given structures of grammatical significance (i.e., endings, prefixes, etc)
 - g. Students will demonstrate their ability to use given words in combinations, sentences, paragraphs, and longer compositions.

ASSIGNMENT SHEET I

Do all of the following work and turn it in to your instructor.
Use this sheet for your answers.

1. Browse through your dictionary. List ten fairly common words of which you don't know the exact meaning. Jot down the correct meaning.

2. Select three unfamiliar words from a newspaper. List the following for each word.
 - a. The complete sentence in which you found the word.

 - b. The dictionary definition that fits the original sentence.

 - c. Your own sentence using the word in the same sense as the original.

3. Select from a newspaper five words that you consider vivid. Jot them down and list a synonym (word with the same meaning) for each; for example, brilliant bright.

4. List antonyms (words with opposite meanings) for each of the following; for example, cheerful gloomy.
 - a. active
 - b. courageous
 - c. dreary
 - d. foolish
 - e. exciting

Assignment Sheet I continued:

5. Most of us are in the habit of using words like "swell", "cool", and "grand" over and over again. In the following paragraph the underlined words are commonplace or overworked. Substitute for each, one of the words at the top of the paragraph.

magnificent, pleasant, enjoyable, dramatic, exquisite,
exciting, unusual

At the movies last night we had a swell time. A grand picture was showing. The heroine wore marvelous clothes and spoke with a wonderful French accent. The hero had a nice role. All in all, the whole evening was swell.

6. A poor writer might complete each of the following sentences by inserting the word walked or went in the blank. A good writer would use a more definite, specific word. Try your own skill at selecting the appropriate, vivid word for each blank. Make your choice from this list:

promenaded, hobbled, slithered, romped, shot, marched,
crept, elbowed, toddled, waltzed

- a. The dog _____ with her puppies.
- b. The lion _____ through the grass.
- c. The old soldier _____ along the narrow street.
- d. The happy young girl _____ into the room.
- e. They _____ down the street in their new clothes.
- f. The snake _____ through the grass.
- g. The young baby _____ across the room to her father's waiting arms.
- h. Nose in air, the president of the club _____ down the street.
- i. He _____ his way down the crowded street.
- j. The runner _____ past the finish line.

Assignment Sheet I continued:

7. Write a paragraph of about 100 words on one of the following:

- a. Interesting Facts About Words
- b. Where Words Come From
- c. Are Words Worth Money?

Your library will provide helpful information for the first two of the above topics.

ASSIGNMENT SHEET II

Do all of the following work and then turn it in to your instructor
Use this sheet for your answers.

A. FOR USE WITHOUT A DICTIONARY

1. Which comes first in the dictionary, jeweler or jewelry? Why?

Which comes first, dog or dogged? Why?

2. Alphabetize the following: every, privilege, race, dimension, docile, backbone, spectacular, sparrow, turnpike, pride.
3. List ten articles used in your shop or science class. Alphabetize them.
4. Alphabetize the following: gloomy, gloat, glory, globe, glue, glee, glassware, glacier, glitter, gracious, grace, glass.

B. FOR USE WITH A DICTIONARY

5. Do you remember the use of key words at the top of the dictionary page? Without looking up the word itself, write down as rapidly as you can the number of the page upon which each of the following words will be found. Write also the key words which appear on the page.
coincidence
fiber
ignition

Assignment Sheet II continued:

5. Continued:
exploration
domestic
vocational
metal
sustain
technical
scientific
6. If you were writing a letter and didn't have room on a line to complete the entire word, where would you divide the following?
convention
fashion
harmony
meaning
prefer
hammer
subject
bubble
Chinese
household
7. In the following words, underline the syllables that you would accent.

complimentary

compromise

advisable
8. How do you pronounce quay, athlete, medicine, Wednesday?
9. Usually what part of speech is each of the following?
morale
graybeard
industrial
10. What are the principal parts of the verb lie?
11. What does the abbreviation qt. represent?
12. What is the plural of each of the following?
datum
knife
ferry
Frenchman
monkey
tomato

Assignment Sheet II continued:

13. In the following list, which words should be capitalized?

spanish
stenography
french
home economics
mathematics
english
bookkeeping
grammar

14. Which of the following words should have hyphens?

sisterinlaw
drumstick
drowsiness
iceboat

15. What different meanings may the following words have?

fast
gravity
plate
eye

16. Which of the following words are misspelled?

everybody
goverment
seige
prefered
atheletic

17. What are the following famous for?

St. Helena

Oliver Cromwell

Esau

Marathon

Shetland

18. What do the following expressions mean?

crocodile tears

jack-of-all-trades

landlubber

Assignment Sheet II continued:

19. What are the following?

basilisk

galleon

colossus

syringa

otter

decoy

20. What do the following mean?

obstreperous

ravenous

espionage

21. An abridged dictionary is a shortened, briefer dictionary. An unabridged dictionary is lengthy, including long, precise definitions and elaborate illustrations. In a large (unabridged) dictionary look up one of the following and be ready to explain to the class how it works.

camera

electric refrigerator

canal locks

pump

diesel engine

barometer

ASSIGNMENTS III - XII

The following chek-tests are designed to help you for this vocabulary and spelling assignment. The student will demonstrate competency by being able to spell all 200 words in the "Appendix" correctly

When the student is able to spell each word correctly and know what each word means, he will ask the teacher to give him the words. The student will spell them correctly and be able to tell the meaning of each word. 80% is considered a passing grade.

Each test will cover twenty (20) words. The tests are:

- TEST 1 ----- Words 1 - 20
- TEST 2 ----- Words 21 - 40
- TEST 3 ----- Words 41 - 60
- TEST 4 ----- Words 61 - 80
- TEST 5 ----- Words 81 - 100
- TEST 6 ----- Words 101 - 120
- TEST 7 ----- Words 121 - 140
- TEST 8 ----- Words 141 - 160
- TEST 9 ----- Words 161 - 180
- TEST 10 ----- Words 181 - 200

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Check Test 1 - 10

(You do not turn these in to your instructor)

- | | | |
|---------------|------------------|---------------|
| 1. success | 8. consideration | 14. extremely |
| 2. difference | 9. doubt | 15. endeavor |
| 3. remember | 10. appearance | 16. advisable |
| 4. finally | 11. determined | 17. position |
| 5. preferred | 12. decision | 18. basis |
| 6. pleasant | 13. actually | 19. clothes |
| 7. usually | | 20. although |

MASTERY TEST

- | | |
|--|--|
| 1. on the ba____s of 5% for
each question | 13. pref____red to stay at
home |
| 2. det____m____ned to win | 14. wearing your best clo____s |
| 3. ac____ly true (really) | 15. no con____id____a____n for
pthers |
| 4. rem____b____r your promise | 16. think it adv____ble (wise) |
| 5. s____c____s or failure | 17. without do____t (question) |
| 6. a____th____ he was late
(even if) | 18. the court's de____i____ion |
| 7. pl____s____nt (agreeable) | 19. u____u____ly (almost always) |
| 8. apply for a po____i____n | 20. f____n____ly (lastly) |
| 9. what's the dif____r____ce? | |
| 10. end____v____r (try) | |
| 11. very shabby ap____r____nce | |
| 12. e____tre____ly bad manners
(very) | |

Check Tests 1 - 10

Words 21-40

- | | | |
|----------------|-----------------|-----------------|
| 21. February | 28. transferred | 34. description |
| 22. annual | 29. minimum | 35. statement |
| 23. partial | 30. instruction | 36. guarantee |
| 24. obliged | 31. foreign | 37. naturally |
| 25. anxious | 32. examination | 38. regretting |
| 26. evidently | 33. envelope | 39. beautiful |
| 27. convenient | | 40. practical |

MASTERY TEST

- | | |
|---|--|
| 1. an___l (yearly) | 11. d__scrip___n of the game |
| 2. anx___us to be of service
(eager) | 12. part___l (not complete) |
| 3. the President issued s
st___ment | 13. an env___l___ for the
letter |
| 4. transfer ___d to another
district | 14. b___tif___l (pretty) |
| 5. the min___m___ number (lowest) | 15. in a f___r___n country |
| 6. five year g___rant___ | 16. regr_____ting her mistake |
| 7. ev___d___tly telling the
truth | 17. final e___am___n___n
(test) |
| 8. Feb___ry | 18. conv___n___nt method of
traveling |
| 9. followed my instr___ion | 19. nat___r___ly (of course) |
| 10. much obli___d for the
favor | 20. a pra___ti___l joke |

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Check Tests 1 - 10
Words 41-60

- | | | |
|-----------------|--------------------|-----------------|
| 41. unnecessary | 48. superintendent | 54. apparently |
| 42. therefore | 49. assistance | 55. absolutely |
| 43. additional | 50. application | 56. information |
| 44. inquiry | 51. satisfied | 57. further |
| 45. character | 52. completely | 58. material |
| 46. catalogue | 53. advertising | 59. purchase |
| 47. impossible | | 60. ridiculous |

MASTERY TEST

- | | |
|---|---|
| 1. abs___l___tely (completely) | 11. as___st___nce (help) |
| 2. su___int___d___nt of a building | 12. at the inf___mation booth |
| 3. un___c___s___ry (not needed) | 13. ad___t___nal request (another) |
| 4. fu___ther (more distant) | 14. a___v___tising the sale |
| 5. the mail-order cat___l___ | 15. ap___cation for a job |
| 6. enough mat___i___l for a dress | 16. p___ch___e (buy) |
| 7. an imp___s___ble demand | 17. answer the in___iry (question) |
| 8. ap___r___ntly one yard long (seemingly) | 18. sat___sf___d (contented or pleased) |
| 9. the___fo___ I don't believe him (consequently) | 19. a c___r___cter in a play |
| 10. r___d___ul___s (absurd or laughable) | 20. c___mple___ly (entirely) |

Check Test 1 - 10
Words 61-80

- | | | |
|---------------|-----------------|--------------------|
| 61. secretary | 68. equipped | 74. especially |
| 62. duly | 69. double | 75. surprise |
| 63. interest | 70. quantity | 76. suggestion |
| 64. mortgage | 71. acknowledge | 77. explanation |
| 65. occurred | 72. criticism | 78. authority |
| 66. capacity | 73. occasion | 79. affectionately |
| 67. assume | | 80. cordially |

MASTERY TEST

- | | |
|--|--|
| 1. private sec____t____ry | 11. int____st on money in the bank |
| 2. cord____ly yours | 12. espe____ly difficult |
| 3. to ackn____l____ge one's faults (admit) | 13. seating cap____ity of the bus |
| 4. d____ble (twice as large) | 14. unfair crit____i____m |
| 5. a s____pr____e party | 15. mo____g____ge on their home |
| 6. oc____red (happened) | 16. a sug____stion for improvement |
| 7. an oc____as____on for celebration | 17. let's as____me we are right (take for granted) |
| 8. d____ly (adverbial form of due) | 18. a parent's a____th____r____ty over his child |
| 9. af____ction____ly (lovingly) | 19. a clear expl____n____tion |
| 10. qu____t____ty (amount) | 20. a properly eq____ip____d factory |

Check Tests 1 - 10
Words 21-100

- | | | |
|--------------------|--------------------|-------------------|
| 81. situation | 88. regarding | 94. bureau |
| 82. purpose | 89. telegram | 95. government |
| 83. committee | 90. recently | 96. unfortunately |
| 84. representative | 91. organization | 97. commission |
| 85. necessary | 92. recommendation | 98. bulletin |
| 86. probably | 93. canceled | 99. attention |
| 87. cancellation | | 100. considerable |

MASTERY TEST

- | | |
|-------------------------------------|---|
| 1. a political org__ni__ation | 12. can__lation of the order |
| 2. embarrassing sit__a__n | 13. United States g__v__ment |
| 3. pay close at__n__ion | 14. a repr__ent__tive of
our company |
| 4. ne__e__ry (needed) | 15. his employer's rec__m__-
dation |
| 5. can__led the appointment | 16. the salesman's com__s__n |
| 6. reg__ding (concerning) | 17. appoint a com__t__ of
three |
| 7. a con__id__ble distance | 18. it is prob__ly true |
| 8. Western Union t__l__gr__m | 19. did it on p__p__se |
| 9. a news bul__tin | 20. unf__t__n__tely
(unluckily) |
| 10. re__ntly (lately) | |
| 11. weather bur__ (depart-
ment) | |

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Check Tests 1 - 10
Words 101-120

101. exactly	108. hospital	114. remittance
102. library	109. insurance	115. forward
103. studying	110. estimate	116. convenience
104. article	111. memorandum	117. earliest
105. attached	112. paid	118. duplicate
106. approval	113. freight	119. written
107. equipment		120. invoice

MASTERY TEST

- | | |
|---|--|
| 1. fo__rd (opposite of backward) | 11. life ins__r__nce |
| 2. a note at__ched to the bill (joined) | 12. writ__n on the black-board |
| 3. rem__t__nce (the sending of money) | 13. nurse in a h__sp__tal |
| 4. get your parents' ap__oval | 14. e__rl__est (soonest) |
| 5. invo__e (bill) | 15. purchased new equ__ment |
| 6. art__le of clothing | 16. a train for fre__t, not for passengers |
| 7. a book from the lib__ry | 17. stud__ng his lesson |
| 8. a d__pl__ate copy | 18. est__m__te the cost of the house |
| 9. ex__tly measured (accurately) | 19. at your conv__n__nce (suitable time) |
| 10. the milk bill has been pa__d | 20. make a mem__r__nd__m of the telephone call |

Check Tests 1 - 10
Words 121-140

121. thoroughly	128. addressed	134. exceedingly
122. campaign	129. possibility	135. special
123. community	130. sufficient	136. available
124. benefit	131. correspondence	137. distribution
125. acquaintance	132. schedule	138. sincerely
126. familiar	133. response	139. similar
127. financial		140. arrangement

MASTERY TEST

- | | |
|--|--|
| 1. ad__es__d a letter | 12. c__resp__d__nce
(letters) |
| 2. the two coats are sim__l__r
(alike) | 13. for the ben__f__t of
charity |
| 3. a leader in our com__nity | 14. in charge of
distr__b__ion of books |
| 4. s__fi__ent money (enough) | 15. railroad s__ed__le
(timetable) |
| 5. th__oughly (completely) | 16. very since__ly yours |
| 6. no more tickets are
av__l__ble | 17. his r__spon__e to the
question (answer) |
| 7. an election campa__n | 18. an old ac__ntance of
mine (friend) |
| 8. ex__edingly (very) | 19. attractive ar__n__ment
of flowers |
| 9. his face is fam__l__r | 20. granted a sp__al favor |
| 10. no pos__b__lity of ad-
vancement (chance) | |
| 11. banks deal with fin__n__al
matters | |

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Check Tests 1 - 10
Words 141-160

141. disappoint	148. proposition	154. Saturday
142. remit	149. planning	155. women
143. judgment	150. balance	156. American
144. extension	151. shipment	157. business
145. particular	152. either	158. undoubtedly
146. all right	153. Wednesday	159. beginning
147. mention		160. realize

MASTERY TEST

- | | |
|---------------------------------------|--|
| 1. men___n my name (refer to) | 11. r___li___e the importance
(be aware of) |
| 2. bal___n___e of the money | 12. add an e___ten___n to the
house |
| 3. r___mit (send money) | 13. We___sday |
| 4. ___ther Jim or Warren | 14. plan___ng to come |
| 5. ju___ment (opinion) | 15. Sat___day |
| 6. und___tedly true (cer-
tainly) | 16. a p___ti___l___r worker
(careful and exact) |
| 7. propo___i___on (proposal) | 17. many men and w___m___n |
| 8. beg___ning (starting) | 18. open for b___ness |
| 9. next ship___nt of mer-
chandise | 19. everything will be a___right |
| 10. don't dis___p___nt me | 20. I am an Am___r___n |

Check Tests 1 - 10
Words 161-180

161. imagine	168. grateful	174. definite
162. opportunity	169. general	175. approximately
163. knowledge	170. permanent	176. opinion
164. perhaps	171. certificate	177. specified
165. experience	172. temporary	178. length
166. reference	173. difficulty	179. satisfactory
167. necessity		180. practice

MASTERY TEST

- | | |
|---|---|
| 1. ima___ne my embarrassment | 12. dif___c___lty of the assignment |
| 2. a gen___al in the army | 13. pract___e on the violin |
| 3. the spe___fied number of pages | 14. no e___per___n___e at that kind of work |
| 4. a perm___n___nt wave | 15. le___th and width |
| 5. an op___rt___n___ty for advancement | 16. ne___es___ty for improvement |
| 6. very sat___fact___ry work | 17. her k___l___ge of typing (understanding or skill) |
| 7. gr___ful (thankful) | 18. temp___r___ry job |
| 8. birth ___ert___f___cate | 19. p___h___ps (maybe) |
| 9. no def___n___te plan | 20. in ref___r___e to your letter |
| 10. in my op___ion | |
| 11. ap___ox___m___tely two days (about) | |

Check Tests 1 - 10
Words 181-200

181. exception	188. requirements	194. association
182. excellent	189. individual	195. circumstances
183. replying	190. accordance	196. prompt
184. immediately	191. merchandise	197. policy
185. cooperation	192. various	198. customer
186. courtesy	193. effort	199. assure
187. appreciation		200. communication

MASTERY TEST

1. the c__st__mer is always right
2. by the c__p__ration of all members (working together)
3. I as__re you that I am right
4. in ac__rd__n__e with the rules
5. the req__rements for the job
6. an e__eption to the rule
7. transportation and com__n__cation
8. an ind__vid__l case
9. ex__l__nt work (very good)
10. im__d__tely (without delay)
11. an established pol__y of our firm
12. c__rt__sy (politeness)
13. express ap__rec__tion for the gift
14. an asso__ation of businessmen
15. a prom__ reply (quick)
16. m__ch__ndi__e (goods)
17. after great ef__rt (exertion or strain)
18. under no c__rc__mst__n__es (conditions)
19. repl__ng (answering)
20. vari__s kinds (several)

APPENDIX

- | | | |
|------------------|--------------------|---------------------|
| 1. success | 45. character | 89. telegram |
| 2. difference | 46. catalogue | 90. recently |
| 3. pleasant | 47. impossible | 91. organization |
| 4. remember | 48. superintendent | 92. recommendation |
| 5. finally | 49. assistance | 93. canceled |
| 6. preferred | 50. application | 94. bureau |
| 7. usually | 51. satisfied | 95. government |
| 8. consideration | 52. completely | 96. unfortunately |
| 9. doubt | 53. advertising | 97. commission |
| 10. appearance | 54. apparently | 98. bulletin |
| 11. determined | 55. absolutely | 99. attention |
| 12. decision | 56. information | 100. considerable |
| 13. actually | 57. further | 101. exactly |
| 14. extremely | 58. material | 102. library |
| 15. endeavor | 59. purchase | 103. studying |
| 16. advisable | 60. ridiculous | 104. article |
| 17. position | 61. secretary | 105. attached |
| 18. basis | 62. duly | 106. approval |
| 19. clothes | 63. interest | 107. equipment |
| 20. although | 64. mortgage | 108. hospital |
| 21. February | 65. occurred | 109. insurance |
| 22. annual | 66. capacity | 110. estimate |
| 23. partial | 67. assume | 111. memorandum |
| 24. obliged | 68. equipped | 112. paid |
| 25. anxious | 69. double | 113. freight |
| 26. evidently | 70. quantity | 114. remittance |
| 27. convenient | 71. acknowledge | 115. forward |
| 28. transferred | 72. criticism | 116. convenience |
| 29. minimum | 73. occasion | 117. earliest |
| 30. instruction | 74. especially | 118. duplicate |
| 31. foreign | 75. surprise | 119. written |
| 32. examination | 76. suggestion | 120. invoice |
| 33. envelope | 77. explanation | 121. thoroughly |
| 34. description | 78. authority | 122. campaign |
| 35. statement | 79. affectionately | 123. community |
| 36. guarantee | 80. cordially | 124. benefit |
| 37. naturally | 81. situation | 125. acquaintance |
| 38. regretting | 82. purpose | 126. familiar |
| 39. beautiful | 83. committee | 127. financial |
| 40. practical | 84. representative | 128. addressed |
| 41. unnecessary | 85. necessary | 129. possibility |
| 42. therefore | 86. probably | 130. sufficient |
| 43. additional | 87. cancellation | 131. correspondence |
| 44. inquiry | 88. regarding | 132. schedule |

Appendix continued

- | | | | |
|------|--------------|------|---------------|
| 133. | response | 167. | necessity |
| 134. | exceedingly | 168. | grateful |
| 135. | special | 169. | general |
| 136. | available | 170. | permanent |
| 137. | distribution | 171. | certificate |
| 138. | sincerely | 172. | temporary |
| 139. | similar | 173. | difficulty |
| 140. | arrangement | 174. | definite |
| 141. | disappoint | 175. | approximately |
| 142. | remit | 176. | opinion |
| 143. | judgment | 177. | specified |
| 144. | extension | 178. | length |
| 145. | particular | 179. | satisfactory |
| 146. | all right | 180. | practice |
| 147. | mention | 181. | exception |
| 148. | proposition | 182. | excellent |
| 149. | planning | 183. | replying |
| 150. | balance | 184. | immediately |
| 151. | shipment | 185. | cooperation |
| 152. | either | 186. | courtesy |
| 153. | Wednesday | 187. | appreciation |
| 154. | Saturday | 188. | requirements |
| 155. | women | 189. | individual |
| 156. | American | 190. | accordance |
| 157. | business | 191. | merchandise |
| 158. | undoubtedly | 192. | various |
| 159. | beginning | 193. | effort |
| 160. | realize | 194. | association |
| 161. | imagine | 195. | circumstances |
| 162. | opportunity | 196. | prompt |
| 163. | knowledge | 197. | policy |
| 164. | perhaps | 198. | customer |
| 165. | experience | 199. | assure |
| 166. | reference | 200. | communication |

FRESHMAN VOCABULARY - LEVEL I

NAME _____

DATE STARTED _____

DATE FINISHED _____

Test #1 _____ Date _____

Test #2 _____ Date _____

Test #3 _____ Date _____

Test #4 _____ Date _____

Test #5 _____ Date _____

Test #6 _____ Date _____

Test #7 _____ Date _____

Test #8 _____ Date _____

Test #9 _____ Date _____

Test #10 _____ Date _____

Average Grade _____

FRESHMAN VOCABULARY

Work Packet and
Evaluation Sheet

(Completion Time: 4½ weeks)

Level II

Converse County High School
Douglas, Wyoming

Students Name _____

FRESHMAN VOCBULARY
Individualized Work Packet

1. Approximate completion time = $4\frac{1}{2}$ weeks.
2. Contents:
 - a. Behavioral objectives for vocabulary improvement.
 - b. Evaluation materials.
 - c. Direction.
 - d. Master assignment sheet.
 - e. Evaluation sheet (to be placed in your file).
3. Evaluation Materials:
 - a. Vocabulary
 1. 6 review tests
4. Directions:
 - a. Do the assignments in order. Do not skip around.
 - b. All spelling errors will count as errors. Be careful.
 - c. Turn in your vocabulary book after you have completed Review Test #6.
5. Behavioral objectives for vocabulary improvement
(Note: These objectives apply to each assignment)
 - a. Students will demonstrate that they can identify the meaning or meanings of a given word.
 - b. Students will demonstrate that they can recognize synonyms.
 - c. Students will demonstrate that they can recognize antonyms.
 - d. Students will demonstrate that they can recognize homonyms.
 - e. Students will demonstrate that they can spell a given word correctly.
 - f. Students will demonstrate that they can recognize given structures grammatical significance (i.e., endings, prefixes)
 - g. Students will demonstrate their ability to use given words in combinations, sentences, paragraphs, and longer compositions

FRESHMAN VOCABULARY
(Including dictionary work)
MASTERY ASSIGNMENT SHEET

Introduction to the Unit:

Words are the tools you use to communicate with other people, whether through speaking or writing. Everything you say or put in writing calls on your supply of words, and time after time your success depends on how clearly and how well you can express yourself.

These six lessons will use 360 words; some are familiar, some you have heard used, and some will be new to you. Once you have mastered these words you will probably be surprised at how often you will find use for them.

I. Your text will be Words are Important (First Book). You may obtain a copy from your instructor. Do all written work in this book.

II. Assignments and Reviews (85% is passing on the reviews, the lessons will not be graded)...approximate time needed to complete this unit is 4½ weeks.

1. Assignment 1:

- a. Do lessons 1-3 (follow directions carefully).
- b. Do review #1 in the book.
- c. Take review test #1 (ask instructor).

2. Assignment 2:

- a. Do lessons 4-6.
- b. Do review #2 in the book.
- c. Take review test #2 (ask instructor).

3. Assignment 3:

- a. Do lessons 7-9.
- b. Do review #3 in the book.
- c. Take review test #3. (ask instructor)

NOTE: HAND IN A REVIEW

TEST CORRECTION

AS SOON AS YOU

COMPLETE IT!!!!

4. Assignment 4:

- a. Do lessons 10-12.
- b. Do review #4 in the book.
- c. Take review test #4. (ask instructor)

Master Assignment Sheet continued:

5. Assignment 5:
 - a. Do lessons 13-15.
 - b. Do review #5 in the book.
 - c. Take review test #5 (ask instructor).
6. Assignment 6:
 - a. Do lessons 16-18.
 - b. Do review #6 in the book.
 - c. Take review test #6 (ask instructor).

III. Materials

1. Filmstrips: From set 808.02.
 - a. "Increase your stock of Words"
 - b. "Same Word: Different part of Speech"
2. Using the Dictionary: A study guide for use with the American College Dictionary (page 8-9 are especially useful)

FRESHMAN VOCABULARY - LEVEL II

NAME _____

DATE STARTED _____

DATE FINISHED _____

Test #1 _____ Date _____

Test #2 _____ Date _____

Test #3 _____ Date _____

Test #4 _____ Date _____

Test #5 _____ Date _____

Test #6 _____ Date _____

Average Grade _____

FRESHMAN VOCABULARY

Work Packet and
Evaluation Sheet

(Completion Time: 4½ weeks)

Level III

Converse County High School
Douglas, Wyoming

Students Name _____

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This vocabulary unit will present you with approximately 236 new vocabulary words.

Your workbook is entitled Tests For Vocabulary For College - A. You will need to supplement this book with a dictionary.

You should spend approximately $4\frac{1}{2}$ weeks with this unit.

Contents of this packet:

- Order of testing
- Behavioral objectives for vocabulary improvement
- Directions
- Evaluation Sheet (to be included in your file)

- Order of testing:

1. Pretest
2. Review Test 1-4 (85% is passing)
3. Review Test 5-8 (85% is passing)
4. Review Test 9-13 (85% is passing)
5. Review Test 14-17 (85% is passing)
6. Post Test

- Behavioral objectives for vocabulary improvement:
(Note: These objectives apply to each assignment)

1. Students will demonstrate that they can identify the meaning or meanings of a given word.
2. Students will demonstrate that they can recognize synonyms.
3. Students will demonstrate that they can recognize antonyms.
4. Students will demonstrate that they can recognize homonyms.
5. Students will demonstrate that they can spell a given word correctly.
6. Students will demonstrate that they can recognize given structures of grammatical significance (i.e., endings, prefixes, etc.)
7. Students will demonstrate their ability to use given words in combinations, sentences, paragraphs, and longer compositions.

- Directions:

After every four or five vocabulary exercises, there is a review test. Before you receive your work booklet, your six tests will be removed by the instructor. When you are ready to take a test, ask your instructor for the test sheet.

You will receive six vocabulary scores for this unit, and a comparison between your initial and final scores will be made.

85% is considered passing on each of the four review tests and if you truly apply your intelligence, it is quite possible your percentage of increase (see Evaluation Sheet) will be 20% or more.

You will demonstrate, by doing this unit and by including these new words into your written work, that you are capable of not only adding new depth to your oral and written work, but that you are capable of recognizing when words are used correctly and/or incorrectly.

Freshman Vocabulary - Level III

NAME _____

DATE STARTED _____

DATE FINISHED _____

PRETEST: (taken before booklet is received)

% SCORE _____

DATE _____

Review Test 1-4

% Score _____

Date _____

Review Test 5-8

% Score _____

Date _____

Review Test 9-13

% Score _____

Date _____

Review Test 14-17

% Score _____

Date _____

POST TEST:

% SCORE _____

DATE _____

AVERAGE % SCORE OF REVIEW TESTS _____

% of Increase (difference
between pre- and post test) _____

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FRESHMAN LITERATURE
WORK PACKET AND
EVALUATION SHEET
(COMPLETION TIME: 9 WEEKS)

I

CONVERSE COUNTY HIGH SCHOOL
DOUGLAS, WYOMING

STUDENT'S NAME _____

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FRESHMAN LITERATURE
LEVEL I

ALL WORK IN THIS UNIT SHOULD BE COMPLETED IN ONE NINE WEEK'S TIME. THERE IS A LOT OF READING IN THIS UNIT. DO NOT WASTE TIME, WORK STEADILY AND YOU WILL HAVE NO DIFFICULTY.

CONTENTS OF THIS PACKET INCLUDE:

- _____ LIST OF BEHAVIORAL OBJECTIVES
- _____ CHOICES FOR EXTENDED PROSE SELECTION (READ 1)
- _____ CHOICES FOR DRAMA SELECTION (READ 1)
- _____ CHOICES FOR SHORT STORY AND NON-FICTION SELECTIONS (READ 20)
- _____ LITERARY OBJECTIVES FOR THIS UNIT
- _____ SAMPLE OF "FRESHMAN LITERATURE SUBSTITUTIONS" WORKSHEET
- _____ SAMPLE OF "ORAL TESTING RECORD SHEET"
- _____ EVALUATION SHEET (TO BE GIVEN TO INSTRUCTOR)

TESTING METHODS:

DEPENDING ON THE PARTICULAR SELECTION READ, YOU MAY BE TESTED IN ON OR MORE OF THE FOLLOWING METHODS. CHECK WITH YOUR INSTRUCTOR TO KNOW WHICH WILL APPLY TO YOU AND YOUR WORK:

1. STANDARDIZED TESTS --- 75% IS CONSIDERED TO BE PASSING
2. "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET (see sample copy in this packet)
3. INSTRUCTOR--DIRECTED ORAL TESTS (see sample copy in this packet)
4. SPECIALLY DESIGNED TESTS

(NOTE: MANY SELECTIONS IN THIS PACKET HAVE AUDIO-VISUAL AIDS TO HELP YOUR UNDERSTANDING. CHECK WITH YOUR INSTRUCTOR)

LITERARY BEHAVIORAL OBJECTIVES
FOR FRESHMAN LITERATURE

OBJECTIVES

1. Literature deals with a subject and expresses that subject as a theme. The basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.
2. The distinctive voice of the writer speaks through his style, which essentially is a product of language--the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, students will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.
3. Literary forms have common characteristics that make it possible for them to be classified into types. Therefore, the student will be able to identify, compare, and discuss the various types of literature.
4. Contrast between and likeness of elements are important aspects of pattern and form in literature. Therefore, students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.
5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, the student will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown.
6. Plot in storied literature moves from complication, through conflict, to resolution. Therefore, students will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works. Refer to the material in objective 5 to help you with conflict.
7. Much storied literature takes place in a real or imagined setting--a time and a place. Therefore, will be able to identify and discuss the setting (s) of various literary works.
8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character (s) as it appears in various literary works.
9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.

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OBJECTIVE

I. ASSIGNMENTS:

1. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. THE CONTENDER by Robert Lipsyte (to be found in perspectives)
2. THE RED PONY by John Steinbeck (to be found in the library)
3. THE PEARL by John Steinbeck (to be found in the library)
4. DEATH BE NOT PROUD by John Gunther (to be found in the library)
5. THE DIARY OF ANN FRANK by Ann Frank (to be found in the library)
6. BORN FREE by Joy Adamson (paperback and in the library)
7. HEIDI by Johanna Spyri (permabound)

2. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. THE DROPOUT by Roger O. Hirson (Scope I)
2. NATIVE DANCER by David Shaw (Scope I)
3. IN THE FOG by Milton Geiger (Scope I)
4. A MATTER OF PRIDE by Frank D. Gilroy (Scope II)
5. SORRY, WRONG NUMBER by Lucille Fletcher (Scope II)
6. THE DEVIL AND DANIEL WEBSTER by Stephen Vincent Benet (Drama I)
7. THE UGLY DUCKLING by A. A. Milne (Drama I)

3. READ TWENTY (20) OF THE FOLLOWING EIGHTY-NINE (89) SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AND INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE YOUR INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. FROM SCOPE I : THE STUDENT MAY READ ANY OF THE SELECTIONS FROM "FICTION", "PERSONAL EXPERIENCE" AND "BIOGRAPHY AND AUTOBIOGRAPHY" (choice of 34 selections)
2. FROM SCOPE II: MAY READ ANY OF THE SELECTIONS FROM "FICTION", "PERSONAL EXPERIENCE", and "BIOGRAPHY AND AUTOBIOGRAPHY" (choice of 28 selections)

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OBJECTIVE (Cont'd)

3. FROM STORIES OF THE INNER CITY: MAY READ ANY OF THE SELECTIONS IN THIS BOOK. (choice of 27 selections).

FRESHMAN LITERATURE SUBSTITUTIONS

<u>ASSIGNMENT</u>	<u>LENGTH</u> Requirements For Novels and Plays	<u>LENGTH</u> Requirement for Short Stories
OBJECTIVE		
1. Write a discussion of the Plot of the book. Tell, in <u>detail</u> , what happened, who it happened to, and why it happened. Include material referring to complication, conflict and resolution.	3-5 pages	1-2 pages
2. Write a discussion on the setting(s) of the book you read. Include both time and place. <u>Include details.</u>	1 page	1 paragraph
3. Write a character sketch for each main character of the book (ask the instructor if you are unsure about doing a sketch for a particular character.) Include such things as physical appearance, attitude, ambitions, likes, dislikes, etc.	1 paragraph on each main character	2-4 paragraphs
TOTAL	approximately 5-10 pages	2-5 pages

BEST COPY AVAILABLE

STUDENT'S NAME _____

GRADE: _____

LITERATURE
ORAL TESTING RECORD SHEET

☐ FRESHMAN

☐ SOPHOMORE

Selection _____
Author _____
Date _____

1. Subject _____
2. Theme _____
3. Author's point of view _____
4. Author's Style _____
5. Satire/irony/hyperbole _____
6. Literary type (essay, poetry, etc.) _____
7. Literary form (sonnet, parody, etc.) _____
8. Type of order, sequence (plot) _____
9. Contrast & compare with other work _____
10. Repetition, balance, rhythm _____
11. Storied elements (man vs. man, etc.) _____
12. Complication, conflict, resolution _____
13. Setting _____
14. Character _____
15. Deeper levels of meaning _____

Instructor _____

Grade and/or comments _____

FRESHMAN LITERATURE _____ LEVEL I

NAME _____

DATE STARTED (FILLED IN BY STUDENT) _____

DATE FINISHED _____

1. EXTENDED PROSE SELECTION:

TITLE: _____
AUTHOR: _____
TESTING DEVICE: _____
TESTING RESULTS: _____

DATE: _____

2. DRAMA SELECTION:

TITLE: _____
AUTHOR: _____
TESTING DEVICE: _____
TESTING RESULTS: _____

DATE: _____

3. SHORT STORY AND NON-FICTION SELECTIONS:

	TITLE	TESTING RESULTS	DATE
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FRESHMAN LITERATURE
WORK PACKET AND
EVALUATION SHEET
(COMPLETION TIME: 9 WEEKS)

II

CONVERSE COUNTY HIGH SCHOOL
DOUGLAS, WYOMING

STUDENT'S NAME _____

BEST COPY AVAILABLE

FRESHMAN LITERATURE LEVEL II

ALL WORK IN THIS UNIT SHOULD BE COMPLETED IN ONE NINE-WEEK'S TIME. THERE IS A LOT OF READING IN THIS UNIT. DO NOT WASTE TIME. WORK STEADILY AND YOU WILL HAVE NO DIFFICULTY.

CONTENTS OF THIS PACKET INCLUDE:

- ___ LIST OF BEHAVIORAL OBJECTIVES
- ___ CHOICES FOR EXTENDED PROSE SELECTION (READ 1)
- ___ CHOICES FOR DRAMA SELECTION (READ 1)
- ___ CHOICES FOR SHORT STORY AND NON-FICTION SELECTIONS (READ 20)
- ___ LITERARY OBJECTIVES FOR THIS UNIT
- ___ SAMPLE OF "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET
- ___ SAMPLE OF "ORAL TESTING RECORD SHEET"
- ___ EVALUATION SHEET (TO BE GIVEN TO INSTRUCTOR)

TESTING METHODS:

DEPENDING ON THE PARTICULAR SELECTION READ, YOU MAY BE TESTED IN ONE OR MORE OF THE FOLLOWING METHODS. CHECK WITH YOUR INSTRUCTOR TO KNOW WHICH WILL APPLY TO YOU AND YOUR WORK:

1. STANDARDIZED TESTS---85% IS CONSIDERED TO BE PASSING
2. "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET (SEE SAMPLE COPY IN THIS PACKET)
3. INSTRUCTOR--DIRECTED ORAL TESTS (SEE SAMPLE COPY IN THIS PACKET)
4. SPECIALLY DESIGNED TESTS--

(NOTE: MANY SELECTIONS IN THIS PACKET HAVE AUDIO-VISUAL AIDS TO HELP YOUR UNDERSTANDING. CHECK WITH YOUR INSTRUCTOR.)

LITERARY BEHAVIORAL OBJECTIVES
FOR FRESHMAN LITERATURE

BEST COPY AVAILABLE

OBJECTIVES

1. Literature deals with a subject and expresses that subject as a theme. The basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.
2. The distinctive voice of the writer speaks through his style, which essentially is a product of language--the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, students will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.
3. Literary forms have common characteristics that make it possible for them to be classified into types. Therefore, students will be able to identify, compare, and discuss the various types of literature.
4. Contrast between and likeness of elements are important aspects of pattern and form in literature. Therefore, students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.
5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, students will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown.
6. Plot in storied literature moves from complication, through conflict, to resolution. Therefore, students will be able to identify and discuss complications, conflict and resolution as they appear in various literary works. Refer to the material in objective 5 to help you with conflict.
7. Much storied literature takes place in a real or imagined setting--a time and a place. Therefore, you will be able to identify and discuss the setting(s) of various literary works.
8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character(s) as it appears in various literary works.
9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, you will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.

ASSIGNMENTS:

1. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET:)

1. GREAT EXPECTATIONS by Charles Dickens (to be found in Adventures in Reading)
2. TO KILL A MOCKINGBIRD by Harper Lee (to be found in permabound or in the library)
3. HEIDI by Johanna Spyri (permabound)
4. SILAS MARNER by George Eliot (to be found in Adventures in Appreciation)
5. JANE EYRE by Charlotte Bronte (found in Four Novels for Appreciation)
6. Kim by Rudyard Kipling (found in Four Novels for Appreciation)
7. NIGHT FLIGHT by Antoine de Saint--Exupery (found in Four Novels for Appreciation)

2. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. ROMEO AND JULIET by William Shakespeare (found in Adventures in Reading)
2. THE MIRACLE WORKER by William Gibson (found in paperback and Adventures in Appreciation)
3. JULIUS CAESAR by William Shakespeare (found in Adventures in Reading and Drama II)
4. I REMEMBER MAMA by John Van Druten (found in Drama II)
5. THE WINSLOW BOY by Terrence Rattigan (found in Drama II)
6. THE ADMIRABLE CRICHTON by James M. Barrie (found in Drama II)
7. OUR TOWN by Thornton Wilder (found in Adventures in American Literature)

3. READ TWENTY (20) OF THE FOLLOWING 100 SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. From SHORT STORIES I : YOU MAY READ ANY OF THE TWENTY-TWO (22) Short Stories.
2. FROM NON-FICTION I: YOU MAY READ ANY OF THE NINETEEN (19) SELECTIONS.
3. FROM NON-FICTION II: YOU MAY READ ANY OF THE TWENTY (20) SELECTIONS.
4. FROM ADVENTURES IN AMERICAN LITERATURE: YOU MAY READ ANY OF THE SELECTIONS, BUT PLEASE CHECK WITH AN INSTRUCTOR BEFORE YOU BEGIN.
5. FROM THE UNITED STATES IN LITERATURE. YOU MAY READ ANY OF THE SELECTIONS, BUT PLEASE CHECK WITH AN INSTRUCTOR BEFORE YOU BEGIN.
6. FROM PERSPECTIVES. YOU MAY READ ANY OF THE SHORTER SELECTIONS, BUT PLEASE CHECK WITH AN INSTRUCTOR BEFORE YOU BEGIN.
7. FROM ADVENTURES IN APPRECIATION: YOU MAY READ ANY OF THE SHORTER SELECTIONS, BUT PLEASE CHECK WITH AN INSTRUCTOR BEFORE YOU BEGIN.

FRESHMAN LITERATURE SUBSTITUTIONS

<u>ASSIGNMENT</u>	<u>LENGTH</u> Requirements for Novels and Plays	<u>LENGTH</u> Requirement for Short Stories
1. Write a discussion of the plot of the book. Tell, in <u>detail</u> , what happened, who it happened to, and why it happened. Include material referring to complication, conflict, and resolution.	3-5 pages	1-2 pages
2. Write a discussion on the setting(s) of the book you read. Include both time and place. <u>Include details.</u>	1 page	1 paragraph
3. Write a character sketch for each main character of the book (ask the instructor if you are unsure about doing a sketch for a particular character.) Include such things as physical appearance, attitude, ambitions, likes, dislikes, etc.	1 paragraph on each main character	2-4 paragraphs
TOTAL	Approximately 5-10 pages	2-5 pages

STUDENT'S NAME _____

GRADE: _____

☐ FRESHMAN

LITERATURE

☐ SOPHOMORE

Selection _____

Author _____

Date _____

1. Subject _____
2. Theme _____
3. Author's point of view _____
4. Author's Style _____
5. Satire/irony/hyperbole _____
6. Literary type (essay, poetry, etc.) _____
7. Literary form (sonnet, parody, etc.) _____
8. Type of order, sequence (plot) _____
9. Contrast & compare with other work _____
10. Repetition, balance rhythm _____
11. Storied elements (man vs. man, etc.) _____
12. Complication, conflict, resolution _____
13. Setting _____
14. Character _____
15. Deeper levels of meaning _____

Instructor _____

Grade and/or Comments _____

FRESHMAN LITERATURE----LEVEL II

NAME _____

DATE STARTED (FILLED IN BY STUDENT) _____

DATE FINISHED _____

1. EXTENDED PROSE SELECTION:

TITLE: _____

AUTHOR: _____

TESTING DEVICE: _____

TESTING RESULTS: _____

DATE: _____

2. DRAMA SELECTION:

TITLE: _____

AUTHOR: _____

TESTING DEVICE: _____

TESTING RESULTS: _____

DATE: _____

3. SHORT STORY AND NON-FICTION SELECTIONS:

	TITLE	TESTING RESULTS	DATE
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FRESHMAN LITERATURE
WORK PACKET AND
EVALUATION SHEET
(COMPLETION TIME: 9 WEEKS)

LEVEL III

CONVERSE COUNTY HIGH SCHOOL
DOUGLAS, WYOMING

STUDENT'S NAME _____

FRESHMAN LITERATURE
LEVEL III

ALL WORK IN THIS UNIT SHOULD BE COMPLETED IN ONE NINE-WEEKS' TIME.
THERE IS A LOT OF READING IN THIS UNIT. DO NOT WAST TIME. WORK STEADILY
AND YOU WILL HAVE NO DIFFICULTY:

CONTENTS OF THIS PACKET INCLUDE:

- _____ LIST OF BEHAVIORAL OBJECTIVES
- _____ CHOICES FOR EXTENDED PROSE SELECTION (READ 1)
- _____ CHOICES FOR DRAMA SELECTION (READ 1)
- _____ CHOICES FOR SHORT STORY AND NON-FICTION SELECTIONS (READ 20)
- _____ LITERARY OBJECTIVES FOR THIS UNIT
- _____ SAMPLE OF "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET
- _____ SAMPLE OF "ORAL TESTING RECORD SHEET"
- _____ EVALUATION SHEET (TO BE GIVEN TO INSTRUCTOR)

TESTING METHODS:

DEPENDING ON THE PARTICULAR SELECTION READ, YOU MAY BE TESTED IN
ONE OR MORE OF THE FOLLOWING METHODS. CHECK WITH YOUR INSTRUCTOR TO KNOW
WHICH WILL APPLY TO YOU AND YOUR WORK:

1. STANDARDIZED TESTS: 85% IS CONSIDERED TO BE PASSING
2. "FRESHMAN LITERATURE SUBSTITUTION" WORKSHEET (SEE SAMPLE COPY
IN THIS PACKET)
3. INSTRUCTOR---DIRECTED ORAL TESTS (SEE SAMPLE COPY IN THIS PACKET)
4. SPECIALLY DESIGNED TESTS

(NOTE: MANY SELECTIONS IN THIS PACKET HAVE AUDIO-VISUAL AIDS TO HELP YOUR
UNDERSTANDING. CHECK WITH YOUR INSTRUCTOR.)

LITERARY BEHAVIORAL OBJECTIVES FOR FRESHMAN LITERATURE

1. LITERATURE DEALS WITH A SUBJECT AND EXPRESSES THAT SUBJECT AS A THEME. The basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.
2. The distinctive voice of the writer speaks through his style, which essentially is a product of language--the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, students will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.
3. Literary forms have common characteristics that make it possible for them to be classified into types. Therefore, students will be able to identify, compare, and discuss the various types of literature.
4. Contrast between and likeness of elements are important aspects of pattern and form in literature. Therefore, students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.
5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, students will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown.
6. Plot in storied literature moves from complication, through conflict, to resolution. Therefore, students will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works. Refer to the material in objective 5 to help you with conflict.
7. Much storied literature takes place in a real or imagined setting--a time and a place. Therefore, students will be able to identify and discuss the setting (s) of various literary works.
8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character (s) as it appears in various literary works.
9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, students will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.

ASSIGNMENTS

1. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR--HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. GREAT EXPECTATIONS by Charles Dickens (to be found in Adventures in Reading)
2. SILAS MARNER by George Eliot (to be found in Adventures in Appreciation)
3. Jane Eyre by Charlotte Bronte (to be found in Four Novels for Appreciation)
4. Kim by Rudyard Kipling (found in Four Novels for Appreciation)
5. Oliver Twist by Charles Dickens (to be found in paperback or in the library)
6. THE BRIDGE OF SAN LUIS REY by Thornton Wilder to be found in Four Novels for Appreciation)
7. GUL IVER'S TRAVELS by Jonathan Swift (to be found in four Novels for Appreciation)

2. READ ONE (1) OF THE FOLLOWING SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTION ON YOUR EVALUATION SHEET!)

1. ROMEO AND JULIET by William Shakespeare (found in Adventures in Reading)
2. JULIUS CAESAR by William Shakespeare (found in Adventures in Reading and Drama II)
3. OUR TOWN by Thornton Wilder (found in Adventures in American Literature)
4. THE MIRACLE WORKER by William Gibson (found in paperback and Adventures in Appreciation)
5. I REMEMBER MAMA by John Van Druten (found in Drama II)
6. THE ADMIRABLE CRICHTON by James M. Barrie (found in Drama II)
7. THE WINSLOW BOY by Terrence Rattigan (found in Drama II)

ASSIGNMENTS--CONT'D

3. READ TWENTY (20) OF THE FOLLOWING 100+ SELECTIONS AND DO THE EVALUATION MATERIAL SELECTED BY AN INSTRUCTOR: (NOTE: SUBSTITUTIONS ARE POSSIBLE, BUT THEY MUST BE CLEARED BY AN INSTRUCTOR---HAVE THE INSTRUCTOR INITIAL YOUR SUBSTITUTIONS ON YOUR EVALUATION SHEET!)

1. ANY OF EDGAR ALLEN POE'S SHORT STORIES (FOUND IN LIBRARY)
2. ANY OF O. HENRY'S SHORT STORIES (FOUND IN LIBRARY)
3. ANY OF MARK TWAIN'S SHORT STORIES (FOUND IN LIBRARY)
4. ANY OF JAMES THURBER'S SHORT STORIES (FOUND IN LIBRARY)
5. FROM SHORT STORIES I: YOU MAY READ ANY OF THE TWENTY-TWO (22) SHORT STORIES.
6. FROM NON-FICTION I: YOU MAY READ ANY OF THE NINETEEN (19) SELECTIONS.
7. FROM NON-FICTION II: YOU MAY READ ANY OF THE TWENTY (20) SELECTIONS.
8. FROM ADVENTURES IN AMERICAN LITERATURE: YOU MAY READ ANY OF THE SELECTIONS, BUT PLEASE CHECK WITH AN INSTRUCTOR BEFORE YOU BEGIN.
9. FROM THE UNITED STATES IN LITERATURE: YOU MAY READ ANY OF THE SELECTION, BUT PLEASE CHECK WITH AN INSTRUCTOR BEFORE YOU BEGIN.

FRESHMAN LITERATURE SUBSTITUTIONS

<u>ASSIGNMENT</u>	<u>LENTH</u> Requirements for Novels and Plays	<u>LENGTH</u> Requirement for Short Stories
1. Write a discussion of the plot of the book. Tell, in <u>detail</u> , what happened, who it happened to, and why it happened. Include material referring to complication, conflict, and resolution.	3-5 pages	1-2 pages
2. Write a discussion on the setting(s) of the book you read. Include both time and place. <u>Include details</u> .	1 page	1 paragraph
3. Write a character sketch for each main character of the book (ask the instructor if you are unsure about doing a sketch for a particular character.) Include such things as physical appearance, attitude, ambitions, likes, dislikes, etc.	1 paragraph on each main character	2-4 paragraphs
TOTAL	Approrimately 5-10 pages	2-5 pages

STUDENT'S NAME _____

GRADE:

☐

FRESHMAN

LITERATURE
ORAL TESTING RECORD SHEET

☐

SOPHOMORE

Selection _____

Author _____

Date _____

1. Subject _____

2. Theme _____

3. Author's point of view _____

4. Author's Style _____

5. Satire/irony/hyperbole _____

6. Literary type (essay, poetry, etc.) _____

7. Literary form (sonnet, parody, etc.) _____

8. Type of order, sequence (plot) _____

9. Contrast & compare with other work _____

10. Repetition, balance, rhythm _____

11. Storied elements (man vs. man, etc.) _____

12. Complication, conflict, resolution _____

13. Setting _____

14. Character _____

15. Deeper levels of meaning _____

Instructor _____

Grade and/or Comments _____

FRESHMAN LITERATURE --- LEVEL III

NAME _____
 DATE STARTED (FILLED IN BY STUDENT) _____
 DATE FINISHED _____

1. EXTENDED PROSE SELECTION:

TITLE: _____
 AUTHOR: _____
 TESTING DEVICE: _____
 TESTING RESULTS: _____

 DATE: _____

2. DRAMA SELECTION:

TITLE: _____
 AUTHOR: _____
 TESTING DEVICE: _____
 TESTING RESULTS: _____

 DATE: _____

3. SHORT STORY AND NON-FICTION SELECTIONS:

	TITLE	TESTING RESULTS	DATE
1.			
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Freshman Speech
Work Packet and
Evaluation Sheet

(Completion time: 9 weeks)

Level I-II-III

Converse County High School

Douglas, Wyoming

Student's Name _____

Freshman Speech
Level I-II-III

Contents of this packet:

- Behavioral objectives listed
- 5 assignment sheets with objectives
- Appendix-eight special interest sheets

This unit is designed to provide a student with the basic concepts of public speaking and an opportunity to plan, prepare, and deliver five actual speeches.

Do not rush through this unit. We are more interested in quality than speed.

Assignment Sheet I

A. Objectives:

1. The student will be able to identify at least twenty jobs or occupations in which speech plays very important roles.

B. Activities: Do one of the following activities

1. Make a collage (look at filmstrip 751.493), using pictures from magazines and newspapers, which shows @least twenty (20) different occupations related to speaking (e.g., radio announcer, minister).
2. Write a two to three page paper (use ink) which describes @ least twenty specific occupations directly related to speech (e.g., radio announcer, minister).

Assignment Sheet II

A. Objectives:

The student will be able to critically evaluate a speech and be able to write a two-page paper explaining your evaluation.

B. Activities:

Listen to one (1) of the speeches on the following records and, when you have finished, write (in ink) a two to three (2-3) page evaluation of the speech.

You will need to refer to sheet VII in the appendix to this packet for assistance. You should use this sheet as a check list for your work, then write your paper from the notes.

C. Materials:

Speech Records:

- "Great American Speeches"
- "Immortal Speeches of Abraham Lincoln"
- "Inaugural Addresses"
- "Lincoln's Speeches and Letters"
- "Theodore Roosevelt Speaks"
- "Winston Churchill-Winston Churchill Speaks"
- "Wit and Wisdom of Will Rogers"

Assignment Sheet III

Objectives:

1. Given a diagram of a human head, the student will be able to correctly identify the parts of the body which are used in speaking.
2. Using the words PHONATION, RESPIRATION, RESONATION, and ARTICULATION, the student will be able to explain the processes involved in speech, the student will be able to write explanations in paragraph form.
3. The student will be able to explain why speech is an "overlaid" function of his body.

Activities:

TAKE THE TEST ENTITLED "Speech Physiology". Your instructor will give you the test. You will score 80% or better to pass. You will need to use all or part of the resource material listed below in order to study for this test.

Materials:

Resource Materials:

1. Chapter 1-4 in Voice and Articulation: A handbook
2. Chapter 10 in Speech For Today--Study the picture on page 204 very carefully.
3. Chapter 5-6 in The New American Speech
4. Filmstrips (from the 611-"The Human Body")
 - A. "Human Respiration"
 - B. "How we produce sound and Speech"
5. "Speech Models"--ask the instructor about these.
6. Principles and Types of Speech by Alan H. Monroe (808.51-Mon) Read pages 65-70.

ASSIGNMENT SHEET IV

Objectives:

1. The student will be able to list at least three things or methods which may be used as "cures" for stage fright.
2. Using the terms ETHOS, PATHOS, and LOGOS, the student will explain in paragraph form three methods a speaker can use to persuade an audience.
3. Using the terms IMPROMPTU, MANUSCRIPT, MEMORIZED, and EXTEMPORANEOUS, the student will be able to list and explain the four basic types of speeches. The student will know which type is usually considered to be the most effective, and why.

Assignment:

Take the test entitled "The Four Basic Types of Speeches". Your instructor will give you the test. You will score 80% or better to pass. You will need to use all or part of the resource materials listed below in order to study for this test.

Resource Materials:

1. Chapters 6-11 in Speech for Today
2. Chapters 8-10 in The New American Speech
3. Sound Filmstrip 808.51, "Public Speaking"
4. Cassette tape 825, "Diction and Speech"
5. Sound Filmstrip 301.42, "Getting Along with Others"
6. Sound Filmstrips 157.63, "Hard to feel your're Somebody"
7. Principles and Types of Speech by Alan H. Monroe (808.51-Mon).
Ask an instructor for material on ethos, Pathos, Legos, etc.

ASSIGNMENT SHEET V

Objective:

The student will be able to prepare and deliver an extemporaneous speech. The speech will be no less than five-minutes long.

Assignments:

Research, prepare, practice (NOTE: You may wish to use tape recorders or "Tok-Baks" in your practice) and deliver FIVE (5) extemporaneous speeches (at least twenty-five minutes of speaking time when you finish!)

You may do these speeches before school, after school, or during free periods. Also, you may do these five (5) speeches during a class period.

Each speech will be no less than five (5) minutes long.

You will need to refer to sheets I, II, III, IV, V, VI, and VIII in the appendix for assistance. You will be evaluated on a sheet similar to sheet VIII.

(NOTE: You will find it easier if you follow some of the thoughts presented in sheet VI)

APPENDIX

- I. How to choose a subject
- II. How to gather and organize information
- III. How to write a speech
- IV. How to deliver a speech
- V. How to speak extemporaneously
- VI. How to make a demonstration speech
- VII. How to evaluate a speech
- VIII. Freshman Speech Evaluation sheet

I. How to Choose a Subject

1. Which should I decide on first, a speech purpose or a speech subject? Purpose selection might come first in one instance, and subject selection in another. Or they might be chosen at the same time. There's no hard-and-fast rule.
2. There are five steps that I must follow in selecting a speech subject.
 - define the speaking occasion
 - make a bit-sized subject choice
 - select the speech purpose
 - select the presentation medium
 - consider good taste
3. If my speech purpose has been chosen first, I will then
 - define the speaking occasion
 - choose the subject
 - select the presentation medium
 - consider good taste

NOTES:

II. How to Gather and Organize Information

1. Prepare a thesis statement. This is the statement that tells what I'm going to prove, explain, or talk about.
2. Gather and organize information. My thesis statement needs to be supported by facts. In developing these facts, I'll think pro (for) and con (against) so that I will answer any questions or doubts my listeners may have.
3. Prepare a conclusion. I'll remind my listeners of my thesis statement just in case they've forgotten what I wanted to prove. I'll also sum up the major points presented in the body of my speech.
4. Prepare an introduction. Now that I've developed my speech, what background information will my listeners need to understand what I'm talking about? I have to present the general problem so my listeners will understand my thesis statement.
5. Choose a speech title. What have I said in my speech that suggests a catch title. Ah, there it is, And, I'm finished!

EXHIBIT A--FLASH SHEET

Materials: Sheets of notebook paper, lined or unlined.

Directions: Draw a vertical line down the center of the sheet and a horizontal line between each pro-con entry.

<u>Con:</u>	<u>Pro:</u>
1. A person could drown.	1. Not if he learns how to swim properly and learns safety rules. The Red Cross, YMCA, YWCA, Scout, and other groups teach swimming (often free).
2. (List second con)	2. (list second pro)

Note: The con point is developed first since this provides a target for a strong pro.

B EXHIBIT--FLASH CARDS

Materials: 3" x 5" index cards are recommended.

Con:

1. A person could drown.

Pro:

Not if he learns how to swim properly and learns safety rules. The Red Cross, YMCA, YWCA, Scouts and other groups teach swimming (often free).

Afraid of drowning? No need to be. At almost every pool or lake there are swimming instructors to teach you how to swim safely and well. There are also swimming classes offered by such organizations as

(side 1: summary of pro-con information)

(side 2: development of pro-con information)

III. How to Write a Speech

1. Word Bridging. This is the important ingredient that glues my message parts together.
 - a. Word bridges serve the following functions.
 - . To provide a smooth transition between speech parts and message parts (only a few simple words are necessary).
 - . to help the audience understand an important point (a useful statistic or an example can illustrate a point).
 - . to provide background information for any message part that the audience otherwise might not fully understand.
 - . to recapture the audience's straying attention (short stories, jokes, or quotations are effective)
 - b. I must check my word bridges to be sure that they are important and that they don't detract from my main message parts.
2. Point reinforcement. Some message parts need more explanation than others.
 - a. As I am writing my fully prepared speech, I'll anticipate audience doubt or lack of understanding by restating each important message part in two different ways.
 - b. I'll remember that the word bridging before an important message part should provide a frame of reference for my audience.
3. Final check --composition. This is the time to polish my phrases and correct any errors I may have made.
 - a. Read the speech aloud.
 - . Check for smoothness of thought flow and word bridging.
 - . Check for amount of time it takes for delivery.
 - . Check spelling, punctuation, and grammar.
 - b. OK! Now I can write the final copy of my speech!

IV. HOW TO DELIVER A SPEECH

1. Develop confidence before the speech delivery. In order to be confident before I deliver my speech. I must be interested in my topic and know my subject. I must not only know the facts I will present, but the facts behind the facts--those that will answer all my listeners' unasked questions.
2. Practice the speech. I have prepared my speech parts carefully and have linked them together with word bridges. Now is the time to build self-confidence.
 - a. I'll "mumble-test" the speech, checking for flow.
 - b. Then I will give the speech to a trial audience. I'll use a tape recorder if available, because I am my own best audience. Otherwise, I'll try to find a listener who will tell me the truth about my speech. I'll revise the speech wherever my own checking and the reactions of my trial audience show that change is needed. Here are the questions I'll ask myself:
 - . Does each speech part lead directly to the next?
 - . Have I used words that are hard to pronounce or hard to understand?
 - . Are changes in order?
 - . Does my word bridging serve its function of leading the listeners from one message part to another?
 - . Does my word bridging provide the frame of reference or background information necessary for each message part?
3. Deliver the speech. I've practiced my speech and have made all the necessary improvements. I'm ready for my "moment of truth."
 - a. I'll look the audience over and wait for quiet. It will come. Then I'll judge the attitude of the audience. If interested, I'll plunge right in. If not, how about an icebreaker--a few words to capture attention?
 - b. Ready? Remember these rules for good delivery.
 - . Be natural and at ease.
 - . Talk loudly enough for all to hear; don't shout, and don't mumble.
 - . Don't talk to the speech notes or to a sympathetic friend; talk to everyone!
 - . Watch the audience for signs of doubt, misunderstanding, or lagging interest. Restate a point in question, eliminating a less important comment if time is a factor.
 - . Check the tempo of delivery. Am I talking too fast? too slow?

- . Use facial expressions and gestures, those that come easily and naturally. Remember, words and gestures can be more effective than just words in getting across a thought.
- . Stand with erect posture. Good posture shows confidence. Poor posture indicates self-doubt, doubt my listeners will share.

V. HOW TO SPEAK EXTEMPORANEOUSLY

1. In an impromptu speech I have to rely on;
 - a. my knowledge of the subject to be discussed
 - b. my ability to speak
2. There are two major differences between an impromptu speech and an extemporaneous speech.
 - a. In an impromptu speech, I have no time for preparation; in an extemporaneous speech, I do have preparation time--this can be an extensive period of time, or a short period of time.
 - b. In an impromptu speech I cannot use notes; in an extemporaneous speech, I may use any notes I have had time to prepare.
3. When making an impromptu speech, I must not ramble!
 - a. I must select three (but no more than four) incidents to describe or facts to explain.
 - b. I must remember to return to my thesis statement when it is time for my conclusion (after three incidents or facts, or when I hear myself saying "Well, ah. . .").
4. In an extemporaneous speech, when my listeners show signs of doubt or of fading interest, I'll adjust.
 - a. I will restate the message part in question if it is a vital part of my speech.
 - b. I won't adjust my word bridging unless it is designed to provide a frame of reference for a main message part.
 - c. I'll adjust only once. If my adjustment is unsuccessful, I'll continue to my next point.
5. If my allotted time is running out, I'll omit the lesser points that I planned to discuss and proceed to my conclusion.
6. I'll conclude by restating my thesis statement and sum up the major points of information I've presented in support of the thesis statement. I'll pause for questions before I say "thank you" and return to my seat.

VI. HOW TO MAKE A DEMONSTRATION SPEECH

1. Everything ready? Before facing your audience, make sure that everything you will need is on hand and ready--speech notes, aides to be displayed, tools or fixtures needed--everything! Arrange them in order of use.
2. Exhibit first or explain first? The answer to this question depends on the type of object you are using in your demonstration.
 - a. If an object or aid to be displayed is self-explanatory, explain first, then exhibit, unless words and actions are tied to the object (as in assembling an object). Remember, once your listeners have decided what an object is or does, their own minds are made up. Prevent this if you can.
 - b. If an object to be displayed is not self-explanatory, set it out for all to see before you begin to explain it. A curious audience is the best possible audience. Arouse curiosity whenever you can, however you can.
3. Explain each object. If the object is one familiar to your audience, try to find a new and interesting way to explain it.
 - a. Identify each object when you introduce it, describing its use or function in your demonstration act.
 - b. Identify the object's major features, then its minor features, explaining the use or function of each.
4. Let's come out even! Words and actions should be so timed that the final words slightly precede or coincide with the action being performed. The audience must be able to see in each action exactly what your words describe.
5. Every demonstration act is a conclusion. When you've completed each demonstration act, the audience must have seen enough and heard enough to draw a conclusion--your intended conclusion! Act must build act, word on word, conclusion on conclusion, to lead to your final conclusion.
6. Use exact terminology. Remember that your purpose is to inform. If an object is a "film" or a "flam" or a "flud," so describe it. Let the audience learn.
7. But, explain terminology! Where the exact terminology used may be familiar to the audience, try to provide an "in other words" explanation.
 - a. If possible, compare the object with one that is familiar to the audience.

- b. Otherwise, carefully describe the term's meanings as it relates to the object's use or function. For example, you might say, "This part is called a 'flim.' It's purpose is to make the 'flam' (this wheel-like object) rotate."
8. You have an audience--remember? Don't let your object, your notes, or your actions become your audience.
- a. Direct your attention to the object being shown only as long as necessary to identify the object, to perform a preplanned act, or to direct your audience's attention to some features being shown or explained.
 - b. Your listeners should watch you! Watch them and they will!
9. Reach your final conclusion. Let your final explanation and/or gesture precede or coincide with the final demonstration act. Let this final act be your conclusion--an act that shows your audience what it needs to know.

VII. HOW TO EVALUATE A SPEECH

1. Title

- a. gains attention _____
- b. identifies subject _____
- c. arouses curiosity _____
- d. reveals speech purpose (not always applicable) _____

2. Introduction

- a. provides a frame of reference (enough information so that the listeners understand what the speaker proposes to talk about) _____
- b. captures interest _____
- c. identifies the speaker (if necessary) _____
- d. explains the speaker's qualifications for speaking on the subject _____

3. Thesis Statement

- a. tells in a few words as possible exactly what the speaker intends to prove or explain _____
- b. reveals the speech purpose _____

4. Body of Speech (verbal proof of thesis)

- a. clearly and concisely proves or explains the speaker's thesis statement _____
- b. answers all unasked questions _____
- c. is interesting _____
- d. serves the speaker's intended speech purpose _____
- e. leads directly to his conclusion _____

5. Body of Speech (visual proof of thesis)

- a. visual aid is explained feature by feature _____
- b. visual aid reinforces speaker's statement _____
- c. visual aid does not become the speaker's audience. _____

6. Conclusion

- a. sums up the major evidence and/or information provided as proof or explanation of the thesis stand
- b. reminds the listener of the thesis stand
- c. is completed by the speaker's courteous departure

SPEAKER PERFORMANCE

- | | | | |
|--|------|------|------|
| 1. Subject Coverage--clear and convincing | Yes | No | |
| Comments _____ | | | |
| 2. Purpose--achieved? | Yes | No | |
| Comments _____ | | | |
| 3. Delivery (voice)--clear and easily heard? | Yes | No | |
| Comments _____ | | | |
| 4. Delivery (posture and bearing) | Good | Fair | Poor |
| Comments _____ | | | |
| 5. Delivery (gestures)--precise and expressive | Good | Fair | Poor |
| Comments _____ | | | |
| 6. Overall rating | Good | Fair | Poor |
| Comments _____ | | | |

FRESHMAN SPEECH EVALUATION SHEET

Name _____ Date _____

Subject _____ Acceptable _____

Re-do _____

Speech Content

- _____ 1. Introduction
 - _____ good
 - _____ satisfactory
 - _____ weak
- _____ 2. Main idea unclear
- _____ 3. Division of thought unclear
- _____ 4. Content
 - _____ good
 - _____ satisfactory
 - _____ weak
- _____ 5. Supporting material
 - _____ needed statistics
 - _____ needed testimony
 - _____ needed examples
 - _____ needed comparisons
 - _____ contrasts
 - _____ needed specific material
- _____ 6. Better connective words and phrases needed
- _____ 7. Conclusion
 - _____ good
 - _____ satisfactory
 - _____ weak
- _____ 8. Topic too broad

Speech Delivery

- _____ 1. rate and volume
 - _____ fast
 - _____ slow
 - _____ loud
 - _____ weak
- _____ 2. Hesitant: (uh, and-uh, ah)
- _____ 3. Spurty
- _____ 4. Eye contact poor
- _____ 5. Monotone
- _____ 6. Too much use of notes
- _____ 7. Utterance
 - _____ slurred words and phrases
 - _____ comitted t's, d's, etc.
 - _____ mumbling indistinct
- _____ 8. Physical appearance
 - _____ slouching
 - _____ fidgeting
 - _____ too stiff
 - _____ needed gestures
 - _____ needed movement
- _____ 9. Vocabulary, Grammar-poor
- _____ 10. Lacked energy, liveliness
- _____ 11. Needed more preparation and rehearsal

WORDS POORLY ENUNCIATED OR MIS-PRONOUNCED:

Comments: _____

Freshmen Composition
Assignment Sheet 1
Methods of Organization/Level I-II-III

I. Objectives:

1. The student will illustrate an understanding of space, time and important relationships in organizing written material by writing a one paragraph description for each type:

There are three major types of organization used in most writing activities. They are: (1) space relationships, (2) time sequences, and (3) importance.

Space relationships deal with the physical location of objects. For example, left to right, top to bottom, or large to small are common organizations. You would use these to describe things in a room, the design of a house, or the physical features of a person.

Time relationships deal with the order in which specific things happened. First, one event happens then another event takes place. This is called chronological order. There are other types of time relationships. These would include flashbacks and time compression where several events happen at once.

Order of importance is a method of organization that explains or describes things in relation to the importance which you place upon them. If you were to describe yourself, you might start with that part which is most important to you and work logically to your least important characteristic.

Freshmen Composition
Assignment Sheet I
Methods of Organization/Level I

Supplementary Assignments

1. Space relationships

List the items contained in this classroom in a space relationships. For example, start from the left and work across the room to the right.

2. Time Relationships

Make a list of the major activities you do in one day. Start in the morning and end when you go to bed.

3. Order of importance

Make a list of your physical features in order of importance.

OR

List the television shows you watch in order of importance.

Freshmen Composition
Assignment Sheet I
Methods of Organization/ Level II

1. Write a 5-7 sentence paragraph describing one room in your house using a space relationship.

OR

Write a 5-7 sentence paragraph describing a subject of your choice using a space relationship.

2. Write a 5-7 sentence paragraph describing what happened at lunch using cronological order.

OR

Write a 5-7 sentence paragraph describing some special event in your life using cronological order.

3. Write a 5-7 sentence paragraph describing someone you like, using order of importance.

OR

Write a 5-7 sentence paragraph describing someone you dislike using order of importance.

Freshman Composition
Assignment Sheet I
Methods of Organization/Level III

Supplementary Assignments

1. Write a three paragraph description of the town of Douglas using a space relationship.

OR

You may select a subject and write a three paragraph description using a space relationship.

2. Write a three paragraph description of a day in your life using chronological order.

OR

A topic of your choice in three paragraphs using chronological order.

3. Write a three paragraph description of the subjects you study in school using order of importance.

OR

Write a three paragraph description of a subject of your choice in order of importance.

Freshmen Composition
Assignment Sheet 2
Voice/Who is telling the story

Objectives:

The student will illustrate an understanding of voice by writing one paragraph for each voice made.

Definition:

Voice may be explained simply by asking the questions; who is telling the story? There are three major types of voice used in most writing.

The first is author outside of the events of the story. This author knows everything, sees everything and tells the reader about the characters in the story. An example would be: "James Roman is a twenty year old worker at Casper Airport. Jim is an expert at aircraft repair and earns a good salary." The example shows that the author knows all about the character and tells the reader.

The second type of voice is the main character speaking for himself. This is called "first person". The same information given in the above example would sound like this if given in "first person".

"My name is Jim Roman, I'm twenty years old. I earn some pretty good money down at the airport patching out old worn-out flying machines."

The third type of voice is used when minor characters describe the major character. This type is similar to the first, except that the person telling the story does not know everything. The reader is limited to what this "inside" voice can see and understand. Using the same information again, the passage would be like this.

"Sure, I know J.R. yea, he works down at the air terminal. I'm not sure what he does, but he comes back to our apartment pretty dirty. You know greasy. He must not make much money because I can never get him to pay his part of the rent."

Freshmen Composition
Assignment Sheet 2
Voice

Supplementary Assignments/Level I

1. Write five complete sentences about yourself using the first type of voice.
2. Write five complete sentences about yourself using the second type of voice.
3. Write five complete sentences about yourself using the third type of voice. (Reminder: write these as if it was your friend talking about you .)

Freshman Composition
Assignment Sheet 2
Voice

Level II

Assignments

1. Write a 5-7 sentence paragraph about one of your friends using the first type of voice.
2. Write a 5-7 sentence paragraph about that same friend using the second type of voice.
3. Write a 5-7 sentence paragraph using the same friend using the third type of voice.

OR

Write three 5-7 sentence paragraphs about a subject of your choice using each of the three types of voice.

Freshmen Composition
Assignment Sheet 2
Voice

Supplementary Assignments/Level III

1. Write a three paragraph story about a basketball or football game using the first type of voice.
2. Write a three paragraph story about a friend of yours using the second type of voice.
3. Write a three paragraph story about that same friend using the third type of voice.

OR

Write a three paragraph story for each of the type of voice using subjects of your choice.

Freshmen Composition
Assignment Sheet 3
Description

Supplemental Assignments/Level III

1. Write a two page short story in which you describe the same event in three different ways. Remember that you are writing to creat an effect.

Example: You might want to write about an accident as if you were telling the police, your father, and a school friend.

Freshmen Composition
Assignment Sheet 3
Description

Assignments/Level II

The object of these assignments is to create a specific effect.

1. Write a one paragraph description of Saturday night party as it actually happened.
2. Write another one paragraph description of the same party as if you were telling your mother about it. Choose details which will not worry your mother but don't contradict anything you have said before. Use different details.
3. Write another one paragraph description of the same party as if you were telling one of your school friends. Again, don't contradict anything you have said before, just pick different details.

OR

Write three paragraphs using the same instructions on an event of your choice.

Freshmen Composition
Assignment Sheet 3
Description

Supplemental Assignments/Level I

1. Make a list of fifteen adjectives which might be used to illustrate love. For example, joyful, romantic.
2. Write a complete sentence for each of the adjectives you selected.
3. Use the same adjectives to write a paragraph story about some fictional love affair.

OR

Follow the same steps using another emotion. fear, hate, pity, despair, greed, joy.

Freshman Composition
Assignment Sheet #3
Description

Objectives:

The student will illustrate an ability to use description as a method of writing by writing three descriptive paragraphs.

Definition:

Have you ever explained to your parents about some event and then have your little brother or sister come in, tell the same story, and gets you into trouble. This is an example of using description to create an effect. What you are doing is selecting items or details which cause the listener or reader to draw specific conclusions. You can change those conclusions by choosing different details from the same event.

Freshman Composition
Assignment Sheet 4
Narrative

Objective:

The student will illustrate an ability to write narrative by writing a one paragraph narrative.

Definition:

Narrative is simply telling a story. You just tell what happened in some time relationship. The most common organization for this type of writing is chronological order.

The narrative form is most commonly used as a type of supporting evidence to persuade the reader to some opinion which you hold.

This assignment will provide practice in the short narrative.

Freshmen Composition
Assignment Sheet 4
Narrative

Supplemental Assignments/Level I

1. Make a list of what happened to you on a recent shopping trip.
List these as they happen, in chronological order.
2. Write a one paragraph narrative of the same incident using your
list as a guide.

OR

Follow the same steps in writing a paragraph on a topic of your
choice.

Freshmen Composition
Assignment Sheet 4
Narrative

Assignments /Level II

1. Write a two paragraph narrative about what you did last summer.

OR

Write a two paragraph narrative about a event of your choice.

2. Write a list of possible items which you might include in a longer story using the above paragraphs as supporting evidence.

OR

Follow the same directions but make the list using your alternate two paragraphs.

Freshmen Composition
Assignment Sheet 5
Analogy

Objective:

The student will illustrate an ability to compare items by writing an analogy paragraph.

Definition:

Analogy is used when the writer wants to compare two or more items. These items can be objects, emotions, or people. The purpose of analogy is to illustrate how these items are alike and how they are different.

There is a logical process that takes place when a writer works with an analogy. First, the writer breaks down the items into their parts. Then, in a logical manner the writer compares the parts of both items. After this is complete, the writer draws some conclusions about the general nature of both items.

Freshmen Composition
Assignment Sheet 5
Analogy

Supplemental Assignments/Level I

1. Make a list of the important elements of love and make a list of the important elements of hate.
2. Using the two lists, write an analogy paragraph comparing the two emotions-Be sure to draw conclusions in the final sentences of your paragraph.

OR

Follow the same steps using two items of your choice.

Freshmen Composition
Assignment Sheet 5
Analogy

Assignment/Level II

1. Write an analogy paragraph ($\frac{1}{2}$ page) which you compare football with basketball.

OR

Write an analogy paragraph ($\frac{1}{2}$ page) in which you compare Douglas with Casper.

OR

Write an analogy paragraph ($\frac{1}{2}$ page) in which you compare yourself to your best friend.

Remember: You must draw some general conclusions in the final sentences of your paragraph.

Freshmen Composition
Assignment Sheet 5
Analogy

Supplemental Assignments/Level III

1. Write a one page analogy in which you compare war and peace.
2. Write a one page analogy in which you compare you and your father.

OR

Write two (one page) analogies comparing two sets of items of your choice.

Freshmen Composition
Assignment Sheet 6
Conversation

Objective:

The student will illustrate an ability to write conversation using correct grammatical form by writing one page of conversation.

Definition:

Conversation is people talking to each other. This type of writing is used to create realism in writing. You are able to hear what the characters really say.

The most difficult thing about writing conversation is how to punctuate it correctly. I will provide three models which should answer your questions.

Model I

When the quoted material comes in the beginning of a sentence.

Model II

When the quoted material comes on both ends of the sentence.

Model III

When the quoted material comes at the end of the sentence.

Model IV

More than one sentence within the quoted material.

Model I

"Pass the meatloaf, please," said John.

"What time is it?" asked Sue.

1. Notice that only the words actually spoken are in quotation marks.
2. There is a capital letter at the beginning.
3. There is some sort of end punctuation before the final quotation mark.
4. Notice that with questions, the question mark comes before the final quotation mark and not at the end of the sentence.

Model II

"I see what you mean," said Sam. "You should make the team easily."

In this example you have two sentences. The second sentence starts with a capital letter. Notice that with the exception of the first quotation mark all other follow some sort of punctuation.

(.) (?) (,) (!)

Here is another example of this same type only this time it is only one sentence.

"Oh yea," said Tom, "well I don't have to take that from you."

Notice the small letter at the beginning of the second part of quoted materials. This shows that it is still the same sentence.

Model III

John said, "I know what you're doing, and I don't like it!"

Notice the same punctuation pattern:

(. ") (,) (? ") (! ")

Also notice that the quoted material starts with a capital letter.

MODEL IV

"Tom, I see that you know the answer. Can you tell the class? Be sure to state your answer in complete sentences."

Notice that several sentences can be contained within a single set of quotations as long as there is no interval where non quoted material is included.

A final rule for using quotations is that when ever a new speaker starts, you must begin a new paragraph.

Example: "Hi, how are you?"

"Fine."

"Well, good."

Supplemental Assignments
Level I

1. Write three correctly punctuated quotation sentences using Model I.
2. Write three correctly punctuated quotation sentences using Model II
3. Write three correctly punctuated quotation sentences using Model IV.

OR

Write a one page conversation between two people using all four models. The topic of the conversation is your choice.

Assignments/level 2

1. Write a one page conversation explaining to your parents why you were late coming home. Use all four models for your dialogue.

OR

2. Write a one page conversation on a incident of your choice. Be sure to include at least three characters and use all four quotation models.

Supplemental Assignments/Level III

1. Write a three page conversation describing the activities within a class period. Include one teacher and several students as your characters. Use all four quotation models.

OR

2. Write a three page conversation describing an event of your choice. Include at least three characters and use all four quotation models.

Frosh Comp.
Assignment Sheet 7
Explaining a Process

Objective:

The student will illustrate an ability to use expository writing to explain a process by writing a paragraph of exposition.

Definition:

Whenever you explain how something works or how to put it together, you are explaining a process. This type of writing is similar to analogy because here you also have to break down the topic into its smaller parts or steps. However, all you need to do is list them in a logic manner. There is no need to compare them to anything.

Supplemental Assignments/ Level I

1. List the steps that are involved in baking a cake.

OR

List the steps that are involved in building a model plane or car.

2. In a well organized paragraph explain how to make a dress.

OR

In a well organized paragraph explain how to change a flat tire.

Frosh Comp
Assignment Sheet 7
Explaining a process

Assignments/Level II

1. Write a three paragraph theme explaining how to meet a girl or boy.

OR

Write a three paragraph theme explaining a process of your choice.

2. Write a three paragraph theme explaining how to get good grade in school.

OR

Write a three paragraph theme explaining a process of your choice.

Frosh Comp.
Assignment Sheet 7
Explaining a process

Supplemental Assignments/Level III

1. Write a two page theme explaining how we might solve the pollution problem in America.

OR

Write a two page theme explaining a process of your choice.

Frosh Comp.
Assignment Sheet 8
Essay

Objectives:

The student will illustrate an ability to write an essay by writing a one paragraph essay.

Definition:

The essay is a type of writing that requires you to use only fact or your own personal opinion. This form is much different from the short story where you have several fictional characters in fictional situations. Because the writer can not hope to know everything about a specific subject, the essay does not try to attempt completeness of information about a single topic. What is important about the essay is the fact that it is personal opinion about some specific real problem.

Frosh Comp
Assignment Sheet 8
Essay

Supplemental Assignments/Level I

1. Write a one paragraph essay on what's wrong with high school today.

OR

Write a one paragraph essay on a current issue of today.

2. Write a one paragraph essay on the drug problem in Douglas.

OR

Write a one paragraph essay on some current problem.

Frosh Comp.
Assignment Sheet 8
Essay

Assignments/Level III

1. Write a one page essay on the meaning of love.

OR

Write a one page essay on an emotion of your choice.

2. Write a one page essay on the sex discrimination, if it exists.

OR

Write a one page essay on a current social problem.

Frosh Comp.
Assignment Sheet 8
Essay

Supplemental Assignments/Level III

1. Write a two page essay on the value of being happy.

OR

Write a two page essay on a topic of your choice.

Frosh Comp.
Assignment Sheet 9
Friendly Letter

Objectives:

The student will illustrate an understanding of the form and organization of the friendly letter by writing three letters.

Definition:

The friendly letter is used to communicate feelings and information. This is a less formal type of writing and may include slang expressions. However, for the purposes of this assignment you should use only complete sentences and correct grammar.

An example of the technical requirements for the friendly letter may be found on page 71 of Using Good English 9

Frosh Comp.
Assignment Sheet 9
Friendly Letters

Supplemental Assignments/Level I

1. Write a two paragraph friendly letter telling your parents what you did while at summer camp.
2. Write a two paragraph friendly letter telling a friend in the hospital what has been happening at school.
3. Write a two paragraph friendly letter to an old friend who moved out of town. Explain about what you've been doing and how the town has changed.

Frosh Comp.
Assignment Sheet 9
Friendly Letters

Assignments/Level II

1. Write a three page friendly letter to a friend that has moved out of town. Explain about yourself and the activities of the town and the school.

OR

Write a three page letter to a friend of your choice on any topic you fell important.

Supplemental Assignments/Level III

1. Write a one page friendly letter to a friend in the hospital telling them what has happened in school.
2. Write a one page friendly letter to your father, who is away on a business trip, telling him about your family activities.
3. Write a one page friendly letter to your parents, while you're away at summer camp, about the activities at the camp.

Frosh Comp.
Assignment Sheet 10
Business letters

Objectives:

The student will illustrate an ability to use the correct form for business letters by writing five business letters.

The business letter is a request for products, information, or assistance. Since you are asking someone to do something for you, it is expected that the business letter be written in your most formal English. This means that the sentences should be complete with no grammar error. You should not use abbreviations. You are trying to make an impression, and this is done by using correct form and your best grammar.

Frosh Comp.
Assignment Sheet 10
Business Letters

Supplemental Assignments/Level I

1. Make a list of ten addresses that might be used in writing business letters.
2. Write a sample business letter. Label these elements.
 - A. inside address
 - B. outside address
 - C. greeting
 - D. Salutation
3. Describe in one paragraph the technical requirements for a business letter.

Frosh Comp.
Assignment Sheet 10
Business Letters

Assignments Level II

1. Make a list of five possible addresses for business letters.
These may be found in magazines and newspapers.
2. Using each of these addresses write a well organized, technically correct business letter.

Frosh Comp.
Assignment Sheet 10
Business Letters

Supplemental Assignments/ Level III

1. Select three companies that provide free samples of their products. These may be found in magazines in the library. (Select samples of things that you really want.)
2. Write a business letter for each of these addresses requesting the free sample.
3. Make a copy of your letter and mail the original to the company.
4. Submit the sample and the copy of your letter to an instructor for credit.

Frosh Comp.
Assignment Sheet 11
Final Writing Assignment

Objective:

The student will illustrate an ability to use; methods of organization, voice, dialogue, description, narration, and analogy in an extended writing exercise.

Directions:

Select a type of organization, one type of voice and write a short story which includes conversation, narrative, description and narration. The grammar should be correct and the sentences must be complete.

Frosh Comp.
Assignment Sheet 11
Final Writing Assignment

Supplemental Assignments/Level I

1. Write a three page short story using each of the elements described in the directions. You should include no more than three characters in one setting during a 24 hour period of time.

Frosh Comp.

Assignment Sheet 11

Final Writing Assignment

Assignment/Level II

1. Write a five page short story using each of the elements described in the directions. You should include no more than three characters in one setting during a 24 hour period of time.

Frosh Comp.
Assignment Sheet 11
Final Writing Assignment

Supplemental Assignment/Level III

1. Write a seven page short story using each of the elements described in the directions. You should include no more than three characters in one setting during a 24 hour period of time.